United Christian College (Kowloon East)

Life Planning Committee

Annual Plan 2020-2021

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 offer guidance and counselling that addresses the need of multiple pathways and individual further study needs.
7. To facilitate parent-child communication regarding further study and career.
8. 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) TEAM MEMBERS

KLHY, CHCY (Deputy Head), CCC, CYKY, HCT, LCHW, WCKT

4) SWOT ANALYSIS

STRENGTHS a) Dedicated committee members are specialized in different focuses b) Students are more interested in joining the non-compulsory LP activities c) Equal emphasis on both Local and Non-Local curriculum to accommodate the different further study needs of students	WEAKNESSES a) Possible cancellation of some LP activities and job shadowing programs due to the epidemic b) Students' awareness and imitative in establishing their own LP Inventory are rather weak c) Individualized support to senior form students may not be enough due to limited manpower
OPPORTUNITIES a) Online platforms and tools are adopted in certain LP activities to enhance flexibility b) Parents' participation rate in LP talks is rather high in backing up their children and understand their needs c) Strong networks with different Institutions and NGOs thus can seek for further cooperation	THREATS a) Amendments in school timetable may lead to less time for mass education and activities on LP b) Emergence of new programs in Universities and new job types are rapid thus teachers and students may not be familiar with all of them c) Students are not very clear about their study or career goals sometimes and lack the direction and opportunities for equipping themselves on the skills and strategies needed

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 (with slight amendments starting from 2020-2021).

<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="2">I. Self-understanding</td><td colspan="2">Understanding & developing their strengths and personal attributes</td><td colspan="2">Understanding personality, trait factor and occupational preference</td><td>Gaining a holistic understanding of personal attributes, personalities and abilities</td><td>Integrating personal growth into career development</td></tr>
<tr><td></td><td>Making more realistic self-assessment of qualities & abilities</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</td><td colspan="5">Exploring one’s dream</td><td>Articulate one’s dream</td></tr>
<tr><td colspan="2">Exploring different careers
Exploring less common careers
(merge the 2 boxes)</td><td colspan="2">Exploring various careers and stereotyping associated with
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></td><td>Exploring subjects offered at University</td><td>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 colspan="2"></td><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 colspan="2"></td><td>Making informed senior sec. stream & 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 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, Personal Statement (I.S.) are</td><td>Preparing for SLP, OEA, Personal Statement (NLC)</td><td>Developing skills and attitudes in presenting themselves</td></tr>
</table>

6) LIFE PLANNING CURRICULUM FOR S.1 – S.6 (2020-2021) *# only compulsory activities are included here*

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			**Introduction to life planning activities and university info day**	S.4 Orientation *Socio-game on life in senior form* (cancelled this year)		**Multiple pathways 301** *JUPAS strategies (I) (II)*
					Introduction to LP activities and university info day	**Multiple pathways 302** *Alumni's sharing*
			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*
			Parents night on subject selection (I)			DSE release socio-game
			My type – Learning Inventory		Abilities cards 能力咭	S.6 Parents Night (I) – Meeting Subj T, LP info
Winter	COA *Understanding* *careers students interested in*	L&S lessons - Making positive contribution to society: Design-thinking and UN 17 Goals SDG	Introduction to subj. choice	**Introduction to university summer camps/ prog.**		Presentation (II) - Interview
			Viewing subject materials on e-class		**Promotion of university summer camps/ programs**	
			Subj. briefing session (I)(II)	S.4 Parents Night *Personality and LP*	**I … am** – Life Planning app and workshop (I) (II)	
			Parent-child workshop on subject choice	Values card 生涯咭		
			COA - *Understanding careers interested in*		Personal statement writing workshop for NLC class	
Spring	L&S lessons - Working world, Holland codes	L&S lessons - 我創我夢想		**Multiple pathways 101** *Introduction to JUPAS and other pathways* (DSE: JUPAS and others I.S.: Overseas, non-JUPAS)	**Multiple pathways 202** *Strategies and preparation for university application* (DSE: local, general NLC: overseas, non-JUPAS)	
			Talks by professional	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 2019 – 2020 ANNUAL PLAN

Note on the special situation of 2019-2020 school year – most of the activities before 21/1/2020 were implemented as planned yet those scheduled from February 2020 onwards were cancelled due to school suspension and COVID-19.

Goals	Strategies / Tasks	Target	Expenses	Evaluation
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	$5200	Partly achieved. More than half of the programs in our Life Planning Curriculum was implemented, ranging from mass education to form-based tailor-made programs. 1. <u>Mass education</u> A total of 3 assemblies on life planning was held and were well received by students: ➢ Assembly (I) - Finding your path - Setting sail for an adventure with God (Alumni's sharing) ➢ Assembly (II) - Navigating your path towards career opportunities in the global market (Speaker: Dr. Richard Yu, the University of Newcastle, Australia) ➢ Assembly (III) - Sculpting The Future (Speaker: Mr. Johnson Tsang – How he turns his interest in pottery into career) 2. <u>Form-based activities</u> An online program called 'PROBE' was used as a tool for all S.1 & S.3 students to understand the careers they are interested in as well as job requirements. Students generally found it useful. This year, SDS Holland Model was conducted in S.3 instead of S.4 to facilitate students' self-understanding before making
	• Early introduction of **SDS Holland Model** to S.3 students to promote self-understanding before senior form subject choice	S.3 students	HAB Funding	
	• **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	/	
	• 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	/ (due to their cancellation)	

	• Collaboration with LS Department on the launch of 'DreamStarter' program in **S.2 L&S lessons** to promote entrepreneurship education • Inclusion of Life Planning elements in S.2 L&S lessons 我創我夢想	S.2 students	$72,938	senior form subject choice. Both teachers and students found it conducive to the decision-making process. Experiential activities like 生涯咭 (S.4F), 能力咭 (S.5) and 'My CV' (S.4F) were held. Students in general found it helpful for understanding their values, skills and abilities. Unfortunately some S.4 classes didn't have time to work on 生 涯 咭 due to school suspension. Similar activity to promote their understanding of work values will be prepared next year for them. However, 'My Assets' (S.1) and 'My City" (S.4) were cancelled due to school suspension. 3. Curriculum Two lessons on life planning - 'Understanding self – use of Holland code' and 'Understanding the working world' for S.1 L&S 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. S.2 students also had 5 lessons for the module "我創我夢想" – with topics promoting self-understanding and aspiration exploration were covered.
	• Special sessions on further studies designed for Integrated Stream (4F) and NLC Class (5F)	S.4F students S.5F students	My CV $1600	
	• Mass education through **assembly** on the topic of 'overseas study', 'work', 'aspiration', 'work ethics'	All students	$1500 (Speaker fee)	
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	/	Partly achieved. 1. <u>Counseling of S.6 and S.5 students</u> ➢ Offering students with individualized support remains our top priority. Individual counseling was offered to S.5 (both DSE and non-local streams) and S.6 students, with teachers in the committee meeting students individually or in pairs and providing them with guidance and advice on both their aspiration exploration and academic pursuit. For S.5 students, the individual counseling (i.e. career exploration coaching) was originally scheduled in Winter Session & Spring Session (Feb –
	• Provision of individual counseling to all S.5 students on exploring their future study and field of study	S.5 students	/	

	• 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	$1596.5 (UK Fair)	May 2020). Due to school suspension, it was held from May to June 2020 (on Zoom before school suspension and face-to-face counseling after school resumption). More than 50 S.5 students have signed up for the sessions. Most found it very useful in giving them clearer direction and advice on kicking off their preparation work. ➢ For S.6 students. 2 sessions of counseling were offered to each student, with flexibility given based on the feedback collected from students in the previous cohort. The first session was held from September to November 2019, which mainly dealt with their choice of university programs while the second one in late July 2020, aiming to take good care of students' emotional needs in face of the unpredictable circumstances and more importantly, help students make informed decision on their further study options after the release of HKDSE results. 2. <u>Collaboration with local and overseas universities</u> a) Local (on non-JUPAS / self-financed programs) – 2 events ➢ Admissions talk by Polytechnic University on non-JUPAS application (for Integrated Stream & NLC students and parents)
	• 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	/	
	• Participation in at least 3 activities organized by local universities	S.3 – S.5 students	/	
	• Enhanced support given to students applying for universities in Taiwan, mainland, UK and Australia	S.5, S.6 students	/	

	• Strengthening support for students' application for UK universities through UCAS ➢ Submission of application ➢ Preparation for UCAS application	S.6 students S.5 students	$600	➢ Admissions talk by Tung Wah College b) Overseas universities – 6 events ➢ UK Universities Fair (in collaboration with British Council HK) – featuring 23 UK universities hosting consultation booths and theme talks at school hall ➢ Admissions talk by Newcastle University ➢ Admissions talk by Griffith University on health-related programs ➢ Taster lecture on Engineering (by Brunel University London) ➢ Taster workshop on Sociology (by Swansea University) ➢ Taster lecture on Liberal Arts and Natural Science (by University of Birmingham) c) Visit to local universities, however, were not organized this year due to COVID-19. Enhanced support was offered for students by having a designated colleague handling enquiries and issues related to application (Taiwan, mainland – WCKT), UK (CYKY), Australia, Canada (KLHY, CCC)
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	/ (due to its cancellation)	Partly achieved. Due to school suspension and COVID-19, quite a lot of workplace activities have been cancelled, though the following were held before Feb 2020 and one held online during school suspension: 1. Job shadowing/ internship activities: 利比建築工料測量師有限公司，集信軟件科技有限公司，保良局華永會生命教育及長者支援中心 2. Company visit: Radio Television Hong Kong
	• Workplace Visit (HKFYG) – with briefing session provided	S.4, 5 students	/ (due to its cancellation)	

	• 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	/	3. Virtual job shadowing: 聖雅各福群會「Career Delivery 網上實習計劃」職場體驗活動 – Company: Green Tomato 4. S.2 DreamStarter Project 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 pitching and preparation (though they did not have the chance to go through the whole process due to COVID-19). Workplace related activities will continue to be our main focus next year, with further collaboration with private companies, NGOs, alumni and parents.
	• Provision of at least 7 workplace experience (e.g. company visit, job shadowing) for students	S.3 – S.5 students	/	
	• Continuous liaison with DreamBackers on company visit opportunities	S.2 students	/	

8) 2020 – 2021 IMPLEMENTATION PLAN

Major focus of the current 3-year 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	Budget/ resources
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 – May 2021 (S.1) Feb 2021 (S.3)	• 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	$4000
	• Use of various tools to promote self-understanding before making subject choice for senior form: a) 'My Type' (Learning Inventory) b) SDS Holland Model (2 sessions) c) COA 'Probe' (Career preference)	S.3 students	8/10/2020 29/10/2020, 17/12/2020 Feb 2021		HCT	HAB Funding
	• **Experiential activities** helping students explore their values, skills, personality and soft skills are organized: a) 能力咭 (S.5) b) 生涯咭 (S.4) c) 'My City' (S.4)	S.4 & S.5 students	S.5: Sept to Dec 2020 (x6)* S.4: Dec 2020 to May 2021 (x5)* **Fellowship* 'My City' 6/7/2021		WCKT (S.4) CCC (S.5) S.4 & S.5 FC, FTs, AFTs, Social workers	'My City' $26000
	• Inclusion of Life Planning elements in S.1 & S.2 L&S lessons	S.2 students	Whole year		CHCY	
	• Special sessions on further studies designed for Integrated Stream (4E) and NLC Classes (5F, 6F)	S.4E, 5F, 6Fstudents	Whole year		<u>KLHY</u> CYKY LCHW	$10,000
	• Mass education through **assembly** on the topic of 'overseas study', 'work', 'aspiration', 'work ethics'	All students	18/1/2021 29/4/2021		<u>CHCY</u> WCKT	$3000

B. To provide more individualized support on multiple pathways	• Two sessions of individual counseling offered to each S6 student (1st: Sept-Nov 2020, 2nd: July 2021)	S.6 students	Sept – Nov 2020 7/2021	• Feedback from teachers and students on the usefulness and effectiveness of counseling sessions	CHCY, 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 2021		HCT, team members	
	• 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	KLHY, team members	$8,000
	• 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	
	• Participation in at least 2 activities organized by local universities	S.3 – S.5 students	Whole year	• Students' participation and feedback	CCC WCKT	
	• 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	$2000
	• 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 LCHW	$5000

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	29/4/2021	• Students' participation and feedback/ reflection written	HCT CYKY	$8000
	• Workplace Visit (HKFYG) – with briefing session provided	S.4, 5 students	29/6/2021 9/7/2021		HCT CYKY	$5000
	• 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	13/5/2021		CCC CHCY WCKT CYKY	$6,000
	• Provision of at least 8 workplace experiences (e.g. company visit, job shadowing) for students	S.3 – S.5 students	Whole year		CHCY WCKT	
	• Collaboration with parents/ alumni on the provision of workplace experience for students	All students	Post-exam period	• Students' participation and feedback	CHCY CYKY	
D. To develop a user-friendly record keeping system for access to both teachers and students	• Preparation work to be done this year: ➢ Evaluate the current use of online record-keeping system ➢ Survey on the needs of students and teachers (Life Planning and non-LP teachers) ➢ Exploring technical feasibility of such a record system for try out in the next school year	/	Whole year Autumn Session Winter Session Spring Session	• Proposed ideas for the record system • Plans for trial for next year/ some trials in the current year	LCHW HCT	

9) LIST OF ACTIVITIES IN 2020-2021 (Please refer to the Excel File attached.)