United Christian College (Kowloon East)

Life Planning Committee

Annual Plan 2021-2022

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, CWY, CYKY, LCHW, LLS, WCKT

4) SWOT ANALYSIS

STRENGTHS a) New members with different expertise joining the team b) All existing members have received the training and obtained the Certificate in Benchmarks for Career and Life Development Education c) Students' enthusiasm and initiative in joining the non-compulsory LP are increasing d) Teachers from other subjects/ functional groups are willing to collaborate with Life Planning on different activities. e) Strong support from school management in terms of resources.	WEAKNESSES a) Students' awareness in establishing their own LP Inventory is still weak b) Students' reflection and feedback on various LP activities are not frequently collected c) Limited quota for on-site job shadowing and company visits under the epidemic
OPPORTUNITIES a) Networks can be extended through the collaboration with Enterprise Advisor and other network schools under CLAP 2.0 b) Life Planning Curriculum will be implemented in senior forms with the additional OLE(LE) lesson in S.4 c) Our alumni members are very supportive and they are willing to share their experience in study or workplace with our students	THREATS a) Increasing number of students are choosing the non-local curriculum and more guidance about further studies for these students is needed b) Admission criteria of various universities will be changed due to the optimization of the Senior Secondary Core Subjects thus teachers and students may not be familiar with the changes c) Information Day of the local universities are being cancelled or going online under the epidemic therefore students must take their initiative to obtain the program information through various platforms. Meanwhile, students shows less initiative in taking part in virtual/ online programs.

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="2">I. Self-understanding</td><td>Understanding & developing their strengths and personal attributes</td><td>Making more realistic self-assessment of qualities & abilities</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>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</td><td colspan="4">Exploring one’s dream</td><td>Articulate one’s dream</td></tr>
<tr><td colspan="2">Exploring different careers
Exploring less common careers</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 colspan="2" rowspan="2"></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">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" rowspan="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 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 the importance of OLE and OEA</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 (2021-2022) # 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*		**Multiple pathways 301** *JUPAS / HE strategies*
					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-D: local, 5E: overseas)	**Multiple pathways 303** *JUPAS OEA & e-app/ PS writing*
			Parents night on subject selection (I)			DSE release socio-game
			My type – Learning Inventory	**I … am** – Life Planning workshop by St. James (LE)	Abilities cards 能力咭	S.6 Parents Night (I) – Meeting Subj T, LP info
Winter	COA *Understanding careers students interested in*		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*	**Selected topics from CLAP curriculum (LE) – Whole yr**	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/ IAL release planning*

7) EVALUATION OF 2020-2021 ANNUAL PLAN

Goals	Strategies / Tasks	Target	Expenditure	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	$4000	Fully achieved. All the programs set out in our Life Planning Curriculum were implemented, ranging from mass education to form-based tailor-made programs. 1. Mass education A total of 2 assemblies on life planning was held and were well received by students: ➢ Assembly (I) – 烘出夢想 – The story of a Hong Kong baker with cerebral palsy pursuing her dreams of starting her own bakery shop (Speaker: Miss Tiffany Chan) ➢ Assembly (II) - 破風而上 – His journey on how he became the world champion racing cyclist. (Speaker: Mr Wong Kam Po) 2. Form-based activities ➢ 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. ➢ SDS Holland Model was conducted in S.3 to facilitate students' self-understanding before making senior subject choice decision. ➢ Card games were also conducted in S.4 & S.5 classes, with personal information included in the Coaching Handbook in S.5 as a basis for individual coaching session. Yet new games can be explored for use in either FP or the new OLE lesson for S.4, in order to promote self-understanding with a variety of tools. ➢ A 5-lesson course "我創我夢想" was adopted in S2 L&S. 2 lessons about Holland Model and emerging industries were introduced in S1 L&S too. Students enjoyed the lessons and it gave students an understanding of self and the working world. 3. Catering for the HE needs of NLC students ➢ Special sessions were arranged for S.4 – S.6 NLC students to prepare them for future exploration and university application. ➢ 4E – An OLE & IAL Week with activities related to identifying their VASK, workplace understanding & career option exploration was organized on 10, 11, 15, 16, 29/6/2021. 5F, 6F – 2 sharing sessions on multiple pathways were held for each class to prepare students to HE preparation. An additional session on writing personal statement was arranged for 5F in June.
	• 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	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	'My City' $25600	
	• Inclusion of Life Planning elements in S.1 & S.2 L&S lessons	S.1& 2 students		
	• Special sessions on further studies designed for Integrated Stream (4E) and NLC Classes (5F, 6F)	S.4E, 5F, 6Fstudents	$10,000	
	• Mass education through assembly on thetopic of, 'work', 'aspiration', 'work ethics'	All students	$0	

B. To provide more individualized support on multiple pathways	• Two sessions of individual counseling offered to each S6 student	S.6 students		Partly achieved. 1. <u>Counseling of S.5 and S.6 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 as well as form teachers and subject teachers 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 conducted in Winter and Spring Session (online during f2f class suspension, f2f after school resumption). The coaching handbook has also been revised with questions checking students' readiness and understanding of JUPAS – in order to help the coach teacher assess students' situation before the meeting. ➢ 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 2020, which mainly dealt with their choice of university programs while the second one in late July 2021, 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/ IAL results. 2. <u>Collaboration with local and overseas universities</u> a) Local (on JUPAS/ non-JUPAS / self-financed programs) ➢ Admissions talk by Polytechnic University on non- JUPAS application (for Integrated Stream & NLC students and parents) ➢ Admissions talk by HKUST School of Life Sciences (20/4/2021) b) Overseas universities ➢ Apply U – University Application System ➢ Study in Australia ➢ Study in Ireland 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, KLHY), Australia, Canada (KLHY, CCC)
	• 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	$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		
	• Participation in at least 2 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	$2000	
	• Strengthening support for students' application for UK universities through UCAS ➢ Submission of application ➢ Preparation for UCAS application	S.6 students S.5 students	$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	$8000	Fully achieved. 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. 1. A total of 15 Job Shadowing/Tasting programs were organized, involving 100 S.3 – S.5 students and covering the following businesses: 飛龍咖啡, Woods Bagot, 協康會特殊幼兒中心, ,JMA香港國際珠寶節, 香港銀行學會, 樂力高, 亞思博教育移民, Function One Computer Services, 香港聾人福利促進會新界綜合服務中心, 香港中文大學醫院, 蒲窩青少年中心, 香港貿易發展局, 東華三院BiciLine單車生態旅遊社會企業. Under the pandemic, many Company Visits are being cancelled, while the THS students have visited Cafe Imagine in Oct, 2020. In order to collect students' feedback and facilitate students' learning in the Workplace related activities, students are required to fill in a Reflection Journal afterwards to recall the VASK they obtained in the activity. 2. More than 30 S4 & S5 students joined Career Sparkle, a career simulation activity held by St James Settlement on 29/4/2021 to gain hands-on experience of different careers. 3. Among the 14 speakers we invited in the 'Talk by Professionals', 5 of them are parents and 4 of them are our alumni. Through the talks, students were able to know more about the working nature, qualification requirements and challenges of various job from the speakers. Students can then better equip themselves for employment in this fast-changing world. Some parents are also providing workplace experience for our students in their company.
	• Workplace Visit (HKFYG) – with briefing session provided	S.4, 5 students	$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	$6,000	
	• Provision of at least 8 workplace experiences (e.g. company visit, job shadowing) for students	S.3 – S.5 students		
	• Collaboration with parents/ alumni on the provision of workplace experience for students	All students		
D. To develop a user-friendly record keeping system for access to both teachers	• 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	/		Evaluation of the current record system has been conducted based on the benchmarks set up HKBM (CLAP). Insights have also been gained from the exchange sessions with other schools in record keeping system for CLD. The following changes would be made in the coming year to build up the practice of proper reflection and record keeping. 1. Emphasis on the need of reflection after LP activities (e.g. with the use of 4F model) – promotion will also be made to teaching staff on its use 2. Two inventories will be prepared – one for workplace activities and another on further study activities (optional ones) to keep track of students' participation and preferences 3. Trials would be made when the record system by CLAP is available 4. Continuous discussion and exploration with the IT Team and D&C Team for developing a user-friendly record system

8) 2021 – 2022 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
E. To build teachers' capacity in offering support and guidance to 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	Inclusion of life planning elements in the new S.4 OLE (Life Education) lesson	All S.4 students	9/2021-6/2022	Curriculum framework and materials designed	CHCY, LE Ts	$30,000
	Promotion of students' co-creation in our life planning programs a) Senior form's participation in assisting S.3 students' understanding of senior form subject choice b) Establishing and managing a new IGC page for Life Planning Education @ KE	Senior form students	Winter Session Whole year	Students' views and contribution of ideas witnessed in our activities Establishment of IG Page for Life Planning (managed by students)	LCHW WCKT	
	Use of various tools to promote self-understanding before making subject choice for senior form: a) 'My Type' (Learning Inventory) b) SDS Holland Model (Personality Traits) c) c) COA 'Probe' (Career preference)	S.3 students	Sept 2021 to Mar 2022	Feedback from S3 FTs, AFTs and students	LCHW CYKY (COA)	$10,000
	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 2021 (x5)* S.4: Dec 2021 to May 2022 (x5)* *Fellowship	Feedback from FCs, FTs and students on the usefulness of programs	WCKT (S.5 – a) CYKY (S.4 – b,c)	$25,000

			‘My City’ 6/7/2022			
	Mass education through **assembly** on the topic such as ‘overseas study’, ‘work’, ‘aspiration’, ‘work ethics’	All students	27/9/2201 14/2/2022	Feedback from students	CHCY WCKT	$1000
	Strengthening of students’ reflection after their participation in life planning activities Empower teachers to make good use of simple frameworks of reflection	S.3 – S.6 sutdents	Whole year	Samples of reflection collected from students	All members	

Goals	Strategies/ tasks	Target	Date/ period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
B. To provide more individualized support on further studies and multiple pathways	Refinement of S.3 Senior Form Subject Choice Program a) Preparation of a Counseling Handbook for all S.3 students b) Group counseling to be offered by FT & AFT	S.3 students	Sept 2021 Feb – Mar 2022	Handbook ready in Sept Feedback from students, teachers and parents	LCHW, KLHY YCTH (S.3 FC), S.3 FTs, AFTs	$600
	Two sessions of individual counseling offered to S6 students	S.6 students	1st: 9-11/2021, 2nd: Post DSE & IAL period	Feedback from teachers and students on the usefulness and effectiveness of counseling sessions	CHCY, CCC, team members	
	Provision of individual counseling to all S.5 students on exploring their future study and field of study	S.5 students	Winter Session, Spring Session 2022		CCC, CWY, team members	
	Collection of students' views on the subject/ institutions/ careers they are interested in	S.3 – S.6 students	1-2/9/2021	Survey successfully conducted, with results obtained	KLHY, HLH	
	Holding at least 6 overseas university briefing sessions, with at least two with a high QS ranking	All students and parents	Whole year	Students' and parents' participation and feedback	KLHY, CCC, LLS	
	At least 3 activities with the following focus: ➢ Non-JUPAS ➢ Promoting lesser known overseas study destination ➢ Christian universities	All students and parents	Whole year	Students' and parents' participation and feedback	KLHY, LLS	
	Participation in at least 2 activities organized by local universities	S.4 – S.6 students	Whole year	Students' participation and feedback	CCC, CWY	
	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, KLHY, LLS, CCC	$1000

Goals	Strategies/ tasks	Target	Date/ period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
	Strengthening support for students' application for UK universities through UCAS ➢ Submission of application ➢ Preparation for UCAS application ➢ Interview/ admission tests matters ➢ Writing of personal statements	S.5, S.6 students	Whole year	Successful processing of application for students Feedback from students	CYKY, KLHY, LLS RF	$12,000
C. To enrich students' understanding of the career world and their workplace experience	Enriching the content of 'Talk by Professionals'	S.3 – S.5 students	12/5/2022	Students' feedback and reflection	CCC LHCW, CWY, LLS	
	Creation of authentic workplace encounter through collaboration with Enterprise Advisor (CEO of Floship)	S.3 – S.6 students	Whole year	Students' feedback and reflection	CHCY, KLHY, LCHW	
	Provision of workplace encounter at the following levels: (HKBM) Level 1 - Visit Level 2 - Job tasting/ shadowing Level 3 - Job placement	S.3 – S.6 students	Whole year	Students' feedback and reflection	CHCY, LCHW all team members	
	Addition of workplace visit/ encounter elements in S.4 OLE (LE) lessons - Career Simulation (St. James)	All S.4 students	21/3/2022 28/3/2022	Students' feedback and reflection	CHCY, LE teachers	$16,000

Goals	Strategies/ tasks	Target	Date/ period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
D. To develop a user-friendly record keeping system for access to both teachers and students	Refinement of existing practice before devising a new system a) Prepare an inventory recording all participants in further study activities b) Prepare an inventory recording all participants in further study activities	-----	Whole year	Team members' feedback on the usefulness of such an inventory	All team members, HLH	
	Develop students' habits in recording and reflecting on their experience	S.3 – S.6 students	Whole year	a. S.3 Handbook b. S.4 LP reflection c. 4E OLE Week Handbook	KLHY (a, c) CHCY & LE teachers (b)	
E. To build teachers' capacity in guiding students	Professional development for all teachers during prayer meeting a) On local study b) On overseas study and writing reference letters c) On debriefing	All teachers	Whole year	Feedback from colleagues on the usefulness of these PD sessions	KLHY, all team members	
	Form-based training provided for teachers on the following: a) Advising S.3 students on Senior Form Subject Choice b) Value card (S.4), Ability card (S.5) c) Post DSE counseling	S.3 – S.6 FTs, AFTs, FCs	Whole year	Feedback from colleagues on the usefulness of these PD sessions	KLHY, LCHW (a) WCKT, CYKY (b) CCC (d)	

9) LIST OF ACTIVITIES IN 2021-2022 (Please refer to the Excel File attached.)