United Christian College (Kowloon East)

Life Planning Committee

Annual Plan 2022-2023

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), CWY, CSL, LCHW, LHT, LLS, WCKT, WCW

4) ROLES AND RESPONSIBILITIES

Life Planning Coordinator & Deputy Coordinator

1. As a resource person for students and their parents regarding the planning of further studies or career
2. Formulate school-based policy, curriculum and plan for whole-school Career & Life Planning Education
3. Organize life planning education and career guidance programmes for both students and parents in relation to:
    - Self understanding and development
    - Exploration of career & further study options
    - Planning for further studies and career
4. Coordinate and offer group or individual career counseling service to students regarding (a) senior form subject choice and (b) multiple pathways after S.6
5. Liaise and collaborate with FCs, AAC, CCA and other functional groups on the provision of life planning activities
6. Build up partnership with alumni, parents, NGOs, business sectors, local and overseas universities/ institutes for collaboration in life planning activities
7. Support other school personnel (e.g. class teachers, subject teachers, etc) in the delivery of Career & Life Planning Education

Life Planning Team Members

1. As a resource person for students and their parents regarding the planning of further studies or career
2. Assist in the formulation of school-based policy, curriculum and plan for whole-school Career & Life Planning Education
3. Implement life planning education and career guidance programmes for both students and parents in relation to:
    - Self understanding and development
    - Exploration of career & further study options
    - Planning for further studies and career
4. Offer group or individual career counseling service to students regarding (a) senior form subject choice and (b) multiple pathways after S.6
5. Collaborate with FCs, AAC, CCA and other functional groups on the provision of life planning activities
6. Support other school personnel (e.g. class teachers, subject teachers, etc) in the delivery of Career & Life Planning Education

5) SWOT ANALYSIS

STRENGTHS a) Students are more eager to join the Job shadowing activities and the feedback from both students and their mentors are positive b) Team members are committed to life planning education. They are also innovative enough to be creative in their thinking and practices. c) More members with different background will join the team and contribute constructive ideas d) Career Coaching for S3, S5 and S.6 students are well developed	WEAKNESSES a) Cancellation of On-site Job shadowing and Company Visit due to COVID-19 b) Students' initiatives in collecting information from various Universities or Institutions are rather weak c) Teachers are not familiar with the Non-local curriculum and its study pathways
OPPORTUNITIES a) Life Planning Curriculum will be implemented in senior forms with the additional OLE(LE) lesson in both S.4 and S.5 this year thus more LP related activities can be arranged for students b) Networks have been established with different stakeholders in the community (e.g. local & overseas universities, CLAP, NGOs) e) Our alumni members are more mature now and start playing a leading role in their workplace. They are willing to share with our students	THREATS a) Some experienced team members have left the team – loss of valuable expertise b) More students opt for overseas study in various countries and more guidance about further studies for these students is needed c) Some students are not willing to disclose their pathway thus it may be difficult for us to follow up d) High turnover of teachers in recent years means that we need to equip teachers with basic concepts of life planning education and multiple pathways information

6) HONG KONG BENCHMARKS FOR CAREER & LIFE DEVELOPMENT

HKBM is a systematic self-improvement framework for schools to build quality CLD provisions that can be benchmarked with global standards. It aims to empower schools to add value to their existing CLD efforts through a strategic lens.

With experience gained from Phase I, the HKBM has been co-created and localised in consultation with CLAP's global adviser Sir John Holman (the author of UK's world-class Gatsby Benchmarks) and local educators, ten guiding principles (or "Benchmarks") for CLD was derived and piloted in six schools with diverse backgrounds since September 2019.

The Ten Benchmarks

<u>Core</u>

1. A Stable and Visible Career and Life Development Policy
2. Professional Competencies and Leadership

<u>Student Focused</u>

3. Learning from Multiple Pathways Information
4. Address the Needs of Each Student
5. Student Engagement and Co-creation
6. Personal Guidance for Developing Career Roadmaps

<u>Enabling Environment</u>

7. Linking Curriculum Learning to Career and Life Development
8. Meaningful Encounters with the Workplace
9. Meaningful Encounters with Further and Higher Education
10. Parent Engagement and Support

7) OBJECTIVES & GOALS FOR EACH FORM

To better facilitate the whole-school approach of **Career and Life Development Education**, goals for all forms are specified in the table below. While most of them are taken care of by Life Planning Committee, some are achieved by / in collaboration with other committees like M&C, AAC & CCA. (those with *)

<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 SS & adaptation to SS 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 and developing their strengths and personal attributes*
Making realistic self-assessment of qualities & abilities*</td><td colspan="2">Understanding personality, trait factor and occupational preference</td><td colspan="2">Gaining a holistic understanding of personal attributes, personalities and abilities</td></tr>
<tr><td></td><td>Understanding their VASK</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">Understanding & exploring career world
Understanding 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 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="3">Exploring various local and overseas study options</td></tr>
<tr><td rowspan="4">III. Management of further education and career</td><td colspan="3" 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">Making informed choice for SS</td><td colspan="2">Learning how to make informed choices concerning further study</td><td>Making informed choices concerning further study</td></tr>
<tr><td colspan="2">Goal-setting methods (S.1) *
Time management (S.1)*
Organizational skills (S.1/2)*</td><td colspan="2">Setting tentative study plan and strategies with or without connection with personal goals and aspirations, mastering decision-making skills</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 (i.e. the need of building your own CV)</td><td>Preparing for SLP, OEA, Personal Statement (NLC)</td><td>Developing skills and attitudes in presenting themselves</td></tr>
</table>

8) CAREER & LIFE DEVELOPMENT CURRICULUM FOR S.1 – S.6 (2022-2023) # 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	**My Study Habits***	**My Study Habits***	**Introduction to life planning activities and university info day**	S.4 Orientation *Socio-game on life in senior form*	**Introduction to LP activities and university info day**	**Multiple pathways 301** *JUPAS / HE strategies* **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* **My favourite subjects***	**My favourite subjects***	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*	**CLAP VASK Card** **DISC Test (NEW)***	
			Parent-child workshop on subject choice	Values card 生涯咭		
				Selected topics from CLAP curriculum (LE) – Whole yr	Personal statement writing workshop for NLC class	
Spring	**Time management*** **My organizational skills***	**Time management*** **My organizational skills***		**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)	
			Careers Day (aka. Talks by professionals)	**Multiple pathways 102** *Building your own CV*	Careers Day (aka. Talks by professionals)	
				Careers Day (aka. Talks by professionals)	S.5 Parents Night: strategies & university application	S.6 Parents Night (II) *Pre-DSE/ IAL release planning*

9) UCCKE PARENT CLD EDUCATION FRAMEWORK

Form	Event	Month	Focus/ Emphasis
1	Parents Talk (I) *Academic Affairs & Life Planning*	Early Sept	Briefly on the need of encouraging your child to explore – interest/ strengths, find their 'spark' – not just on study only The need to giving more autonomy to your child
3	Parents workshop	Nov	On subject selection – from a life planning perspective ➢ Knowing your child's abilities, interest ➢ Myths on subject selection ➢ The future of work and how its implication on students' study ➢ Qualities to be developed for success in senior form study (e.g. resilience, discipline, etc)
	Parent-child workshop	Jan/ Feb	On subject select – from an academic & further study perspective, more informative ➢ Parent-child discussion time available ➢ Completing a worksheet together to explore their academic interest, abilities/ strengths and the pathways that different subjects could lead to ➢ The importance of making 'informed choice'
4	S.4 parents orientation	Late Aug	Different aspects of senior form study ➢ An overview of multiple pathways ➢ The need of balanced development for your child plus OLE exposure & experience in senior forms ➢ Changing role of parents – not as director, but guide, partner in your child's pursuit of further path
	S.4 parents night	Mar	Basic life planning concepts (by social worker) ➢ Holland model – understanding the personality traits and uniqueness of your child
5	Parent-child workshop - DSE - NLC	July	Preparing for public exam On multiple pathways ➢ Understanding pathways, how to do research, understanding your child (values, interest, passion, abilities), how to make informed choices, how to prepare for higher education application ➢ How to be a good 'partner' in co-creating the future path (and how to respect their choices)
6	Parents night	Nov	Meeting subject teachers to understand your child's strengths and areas of improvement Multiple pathways information
	Pre-DSE/ IAL release workshop	July	Multiple pathways information How parents can support and guide your child better on DSE/ IAL release day – dos and don'ts for parents

10) VALUES EDUCATION IN OUR CLD CURRICULUM & ACTIVITIES

Values Education is an essential element of whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. On this ground, it is to develop students' ability to identify the values embedded, analyse objectively and make reasonable judgement in different issues they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life.

The following ten priority values and attitudes should be nurtured and promoted through our CLD curriculum and activities.

1. Perseverance
2. Respect for Others
3. Responsibility
4. National Identity
5. Commitment
6. Integrity
7. Care for Others
8. Law-abidingness
9. Empathy
10. Diligence*

(Newly added in November 2021 by EDB)*

11) EVALUATION OF 2021-2022 ANNUAL PLAN

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	Inclusion of life planning elements in the new S.4 OLE (Life Education) lesson	All S.4 students	/	Fully achieved. We have included some life planning elements in the S4 OLE(LE) curriculum. Through these lessons, students are able to explore their personal values and the work values they care about. Meanwhile, they also learn about their "Life Roles" and the "Life Career Rainbow". The two major themes are "" (探索個人價值觀) and "My life role" (我的生涯角色) which are extracted from the CLAP for Youth@JC. 2 sessions of "I am…" Workshop provided by St. James' Settlement were included. The first session is to introduce a useful App of Life Planning and the second session is a sharing from a guest speaker about her life story. Continuous efforts will be made to enrich the existing elements for S.4 curriculum and to devise the new one for S.5 OLE (LE)
	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 a new IG page for Life Planning Education @ KE	Senior form students	/	Partly achieved. More senior form students could be invited to assist S.3 students with their subject choice activities. An IG page was established with interesting content related to life planning posted. More promotion can be done next year to attract students' attention.
	Use of various tools to promote self-understanding before making subject choice for senior form: a) 'My Type' (Learning Inventory) b) SDS Holland Model c) COA 'Probe' (Career preference)	S.3 students	$3500 (COA) TBC	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. Students found it useful to link their personality trait to study options. 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. 'My City' was held on 26/7/22 (Post-exam period) for all S.4 students, through which they could experience the development of real life career skills in an authentic situation. However, manpower issue has to be
	Experiential activities helping students explore their values, skills, personality and soft skills are organized: a) 能力唔 (S.5) b) 生涯唔 (S.4) c) 'My City' (S.4)	S.4, S.5 students	$26,000	

				addressed next time so that some students won't be idle next time.
	Mass education through **assembly** on the topic such as 'overseas study', 'work', 'aspiration', 'work ethics'	All students	/	A total of 2 assemblies on life planning were held and well received by students: ➢ Assembly (I) – The first assembly was held in September 2021 where our two CLD (Career & Life Development) ambassadors shared about what they have learnt and gained in the JSCLD Club. They also introduced the concept of VASK. Besides, two S6 students who have joined the Job Shadowing Program in Summer 2021 also shared about their fruitful experiences in CUHK Medical Centre. ➢ Assembly (II) – We are so honored to have two representatives from our EA "Floship" came and shared with our students. Due to the school suspension, the students can only view the live broadcast of this assembly. The two speakers shared about their own career story and introduce their company to us. Positive values and work ethics will continue to be infused into the assembly sharing.
	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 students	/	Partly achieved. Will arrange briefing to teachers on the use of 4F as a debriefing model. Continuous effort will be made to help students do reflection and relate the learning through their activity and their further study/ career goals.

Goals	Strategies/ tasks	Target	Expenses	Evaluation
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	$4462	Fully achieved. A new handbook has been designed and prepared for each S.3 student, with content including understanding self, understanding study options and record and reflection of their own situation. Continuous effort will be made through FT & AFT to help students make full use of the booklet. Group counseling program has been launched in Winter Session this year, with FT, AFT & FC giving guidance to students on their subject choice. Both teachers and students in general found it useful in guiding students make informed choice regarding their senior secondary study. It also served as an effective channel to clarify some misunderstanding students have towards different pathways and options. Some easy-to-follow guidelines on counseling students will be offered to S.3 FT/ AFT next year to assist them with the group counseling work.
	Two sessions of individual counseling offered to S6 students	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 2021, which mainly dealt with their choice of university programs while the second one in late July 2022. Students in general found such individual support addressing their further study needs (e.g. direction, application, tension with family, etc). They also found it useful to connect with their counselor through whatsapp in discussing their further study issues.
	Provision of individual counseling to all S.5 students on exploring their future study and field of study	S.5 students	/	Counseling was offered for all S.5 students (in pairs) in Winter and Spring Session. Students in general found the session useful in helping them explore different possibilities and further study options and to kick off their research.
	Collection of students' views on the subject/ institutions/ careers they are interested in	S.3 – S.6 students	/	A survey was conducted in the form of a Google Form to all S.3 – S.6 students to collect their views, which form the basis of our planning of activities.
	Holding at least 6 overseas university briefing sessions, with at least two with a high QS ranking	All students and parents		Fully achieved. A total of 6 online admission talks was held for UCCKE students and parents with the following universities. Both parents and students welcome the diversity included in the choice of universities and found the talks informative and useful. 3/12/2021 Virtual Admission Talk by Western Sydney University 10/12/2021 Virtual Admission Talk by Griffith University 13/12/2021 Virtual Admission Talk by QUT 21/2/2022 Virtual Admission Talk by University of Queensland 6/5/2022 Virtual Admissions Talk by International Christian University 24/5/2022 Virtual Admissions Talk by University of Bath

	At least 3 activities with the following focus: ➢ Non-JUPAS ➢ Promoting lesser known overseas study destination ➢ Christian universities	All students and parents		Fully achieved. Workshop on non-JUPAS was conducted for 6F & 5E during FP – giving students an understanding of the nature as well as application process. The following webinars were held to introduce parents & students on some lesser known destination and Christian university: ➢ Christina University: ICU (Japan) ➢ 'Study in Germany' ➢ 'Study in Japan'
	Participation in at least 2 activities organized by local universities	S.4 – S.6 students	/	Fully achieved. A total of 4 activities have been offered to students in collaboration with local universities. More taster activities should be organized next year to help students experience various subjects: ➢ Admission Talk by Tung Wah College ➢ CUHK, Taster for BSSc in Data Science and Policy Studies ➢ EdUHK, Taster on Heritage Education/Digital Communication/ Special Need Education ➢ PolyU, Taster on new courses of School of Design (with annual fair tour)
	Enhanced support given to students applying for universities in Taiwan, mainland, UK and Australia	S.5, S.6 students	/	A designated teacher is responsible for taking care of students furthering their study in Taiwan/ mainland.

Goals	Strategies/ tasks	Target	Expenses	Evaluation
	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	$5250	Teachers from Life Planning (CYKY) & A&A offer support to students applying for UCAS through the school. Briefing was given to students in Sept and continuous, individualized support was given regarding the submission of documents, writing of personal statement and management of interview/ admission tests. Both students and parents found the support helpful. A workshop on writing personal statement was held for 5E NLC students in June 2022 to assist them in preparing for their personal statement.
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	/	The 'Talk by Professionals' was held in May 2022. This year we have 17 parallel talks provided by our alumni, parents, friends, University Professors, partners of the Business Partnership Scheme…etc. Speakers shared about their work experience in their own professions as well as their life story. Besides different professions, we have included some general topics like "Running your own start-up", "From interest to career" and "Designer X Innovator X Mission" to cater students' needs. Students were allocated to the talk according to their preference and they show strong interest in the talks.
	Creation of authentic workplace encounter through collaboration with Enterprise Advisor (CEO of Floship)	S.3 – S.6 students	/	We have launched a Mentorship Program with our EA, Floship. 7 members from Floship paired up with our UCCKE students. The mentors will either meet the students monthly or quarterly. Some of them will meet in person while some of them will meet online as a number of Floship mentors are working in other countries. The feedback from students are very positive and they were inspired by their mentors in different aspects.
	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	/	<u>Level 1 (Visit):</u> Due to the pandemic, most of the company visits are cancelled. We only managed to organize a Hotel Visit to Marco Polo Hong Kong Hotel in August 2022. All S4 and S5 students taking THS join this event to better under the daily operation of a Hotel. <u>Level 2 (Job Tasting/Shadowing):</u> a. 香港家庭福利會2022 復活節工作實習體驗計劃 (Turn to Virtual one due to COVID-19) b. CLAP@JC Virtual Internship Program (Name of Organization: Ampla Education, Zero Foodprint Asia, BSD Education, Carsome Sdn Bhd,

				ZumVet, Rapod Research Ecaluation, Pet Space Group, Dress Green, Hong Kong Momtrepreneurs Limited, Finstep, Blackpanda, The Art of Success) c. 香港家庭福利會2022 暑期工作實習及體驗計劃 <u>Level 3 (Job placement):</u> a. 社會福利署屯門區康復服務工作體驗計劃 - 新生精神康復會 安泰軒 (屯門) b. 樂健物理治療及運動創傷中心
	Addition of workplace visit/ encounter elements in S.4 OLE (LE) lessons - Career Simulation (St. James)	All S.4 students	/	The Career Simulation Game was cancelled due to the school suspension of COVID-19. We will join again next year.

Goals	Strategies/ tasks	Target	Expenses	Evaluation
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 workplace activities	-----	/	Partly achieved. 2 excel files were prepared and in use, yet a full record of all participants taking part in all further study activities has yet to be developed next year.
	Develop students' habits in recording and reflecting on their experience	S.3 – S.6 students	/	Partly achieved. Students completed reflections for most of the workplace experience activity but not for all further study activities. This area will be further strengthened in the coming years.
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	/	Mostly achieved. A PD for all teacher was held on 11/5/2022 on multiple pathways (UK, Taiwan & Mainland, Australia & non-JUPAS). Survey findings show the PD was useful to giving teachers a better picture of the different pathways. Opinion on next year's PD needs was also identified. PD on debriefing was not held due to time constraints, will be continued next year.
	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	/	A training was offered to all S.3 FT & AFT before the 1st PTHH to equip teachers with knowledge on senior form subject choice and university admission information, which teachers found helpful in addressing parents and students' enquiry. Training on the use of value card, ability card was held for the S.4 & S.5 teams before the activity was conducted. Teachers assisting post-DSE counseling was also giving training a week before that to equip them with the skills and information necessary. 5 non-life planning team members also attended an 3-hour training given by Hok Yau Club.

12) 2022 – 2023 IMPLEMENTATION PLAN

Major focus of the current 3-year developmental cycle (2022-2025)

A. To continuously enrich our Career and Life Development Curriculum to address the changing needs of student and working world
B. To strengthen the collaboration with subjects and CCA in the delivery of CLD curriculum
C. To provide individualized support on multiple pathways
D. To enrich students' understanding of the career world and their workplace experience
E. To develop a user-friendly record keeping system for easy access to both teachers and students
F. 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 continuously enrich our CLD Curriculum that addresses the changing needs of students and society	Inclusion of life planning elements in the new S.4 & S.5 OLE (Life Education) lesson	S.4, S.5 students	9/2022-6/2023	Curriculum framework and materials designed Students' participation and reflection	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 IG page for Life Planning Education @ KE	Senior form students	Winter Session Whole year	Students' views and contribution of ideas witnessed in our activities Content of LP IG page (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)	S.3 students	Sept 2022 to Mar 2023	Feedback from S3 FTs, AFTs and students	LCHW CSL	$10,000
	Enrichment of assessment tools to help students explore their values, skills, personality and soft	S.4, S.5 students	S.5: Sept to Dec 2022 (x5)*	Feedback from FCs, FTs and	CHCY WCW	$25,000

	skills are organized: a. 生涯咭 (S.4) b. 能力咭 (S.5) c. VASK Card (S.5)* d. DISC Test (S.5)* **** New***		S.4: Dec 2022 to May 2022 (x5)* *Fellowship c, d – OLE LE	students on the usefulness of programs		
	Mass education through **assembly** on the topic such as 'work', 'aspiration', 'work ethics'	All students	7/11/2202 20/2/2023 27/4/2023 (half)	Feedback from students	CWY LHT	
	Strengthening of students' reflection after their participation in life planning activities Empower teachers to make good use of simple frameworks of reflection (e.g. 4Fs)	S.3 – S.6 students	Whole year	Reflection worksheets designed for (a) further study and (b) workplace activities Samples of reflection collected from students	All members	
B. To strengthen the collaboration with subjects and CCA in the delivery of CLD curriculum	<u>With subjects</u> Collaboration with at least 4 subjects in conducting activities that promote students' understanding of study / career options in relation to a particular discipline	All students	Whole year	At least 4 activities are held Feedback from students and subject teachers	KLHY, subject heads	
	<u>With CCA</u> Collaboration with CCA Team in organizing S.1 & S.2 OLE Day to help students explore their interest and 'spark'	S.1 – S.2 students	Post-exam period		KLHY, KSK	

Goals	Strategies/ tasks	Target	Date/ period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
C. To provide individualized support on further studies and multiple pathways	Refinement of S.3 Senior Form Subject Choice Program a. Effective utilization of the Counseling Handbook for S.3 b. Group counseling to be offered by FT & AFT	S.3 students	Sept 2022 Feb – Mar 2023	Feedback from students, teachers and parents Students' reflection	LCHW CSL	$5000
	Two sessions of individual counseling offered to S6 students	S.6 students	1st: 9-11/2022, 2nd: Post DSE & IAL period	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	Winter Session, Spring Session		CWY, CHCY, team members	
	Collection of students' views on the subject/ institutions/ careers they are interested in	S.3 – S.6 students	9/2022	Survey successfully conducted, with results obtained	CHCY, RYL	
	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, LLS, CSL	
	At least 3 activities with the following focus: a. Non-JUPAS b. Promoting lesser known overseas study destination c. Christian universities	All students and parents	Whole year	Students' and parents' participation and feedback	KLHY, LLS, CSL	
	Participation in at least 5 activities organized by local universities	S.4 – S.6 students	Whole year	Students' participation and feedback	WCKT, CWY, CHCY	
	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	LHT, LLS, CSL, KLHY	$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 a. Submission of application b. Preparation for UCAS application c. Interview/ admission tests d. Writing of personal statements	S.5, S.6 students	Whole year	Successful processing of application for students Feedback from students	LLS, CSL, KLHY, RF	$12,000
D. To enrich students' understanding of the career world and their workplace experience	Launch of 'Careers Day' during post-exam period	S.3 – S.5 students	5/7/2023	Students' feedback and reflection	KLHY, CHCY, LCHW, WCKT, LLS	
	Creation of authentic workplace encounter through collaboration with Enterprise Advisor (CEO of Floship) TBC	S.3 – S.6 students	Whole year	Students' feedback and reflection	CHCY, CSL	
	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 on how the encounters help them understand themselves and explore future career	CHCY, CSL, all team members	
	Addition of workplace visit/ encounter elements in S.4-5 OLE (LE) lessons - Career Simulation (St. James)	All S.4 & S.5students		Students' feedback and reflection	CHCY, LE teachers	$15,000

Goals	Strategies/ tasks	Target	Date/ period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
E. To develop a user-friendly record keeping system for access to both teachers and students	Use of a proper record of students' participation: a. Prepare an inventory recording all participants in further study activities b. Prepare an inventory recording all participants in workplace activities	-----	Whole year	Team members' feedback on the usefulness of such an inventory	All team members, RYL	
	Develop students' habits in recording and reflecting on their experience	S.3 – S.6 students	Whole year	Students' reflection in: a. S.3 Handbook b. S.4 & S.5 LE lesson	LCHW (a) CHCY & LE teachers (b)	
F. To build teachers' capacity in guiding students	Professional development for all teachers during prayer meeting a. On local & overseas study b. On writing reference letters	All teachers	Whole year	Feedback from colleagues on the usefulness of these PD sessions	KLHY, all team members	
	Form-based PD provided for teachers on: a. Advising S.3 students on Senior Form Subject Choice b. Value card (S.4), Ability card (S.5) c. VASK card (S.5 LE teachers) d. Post DSE counseling e. Debriefing with students	FTs, AFTs, FCs, LE teachers	Whole year	Feedback from colleagues on the usefulness of these PD sessions and materials prepared in equipping them to support students	KLHY, LCHW, CHCY, WCW	
	Strengthening of support given to new members a. Personal Guidance Handbook for team members b. Induction materials on multiple pathways and offering counseling to students	Life Planning Teachers	Whole year	Feedback from new team members on the usefulness in equipping them to support students	KLHY, CHCY	

13) **LIST OF ACTIVITIES IN 2022-2023**

- Please refer to the Excel File for 22-23
- Please note that this list only includes activities that are confirmed for the time being.