

**Wa Ying College**  
**Work Plan on Life Planning Education and Career Guidance Service, 2022-2023**

Our College has turned the Career and Life Planning Grant (CLPG) into regular teaching post from the 2016/17 school year onwards as recommended by the Policy Address 2016. The additional teacher is a member of the Life Planning Education Committee (LPEC) to assist students to realize their personal aspiration by making informed life and career planning.

**A. Aims and Objectives:**

The aim of this committee is to assist students to realize their personal aspiration by making informed life and career planning, which includes the promotion of students' self-exploration, goal-setting, personal planning and decision-making in their further education and careers development. With this aim in mind, the work of the committee consists of

1. Facilitating students' planning in terms of goal-setting and reflective habit of mind.
2. Providing individual and small group guidance to assist students in understanding their interests, abilities and setting priorities in relation to their choices in different life stages.
3. Providing platforms and activities in encouraging students to integrate their career/academic aspiration with their whole-person development.
4. Tapping external resources namely alumni and external bodies to provide a variety of career-related experiences to enrich their personal development.
5. Promoting the awareness of the latest development on opportunities for further studies and career prospects, in particular the application of JUPAS.

**B. Current situation:**

1. **Strength:** With the emphasis of the importance of fostering positivity and potential development through life planning and life education, teachers are actively involved in providing life planning guidance and support for students. To help students have a better understanding of interested careers and a broadened perspective of the workplace, external resources from alumni are tapped and Student Alumni Mentorship (SAM) Programme is launched. With the expertise and profession of alumni mentors, they can provide career advice and sharing with student mentees on their career pursuits relating to their JUPAS choices. As lists of activities and nominations were organized and compiled with a clear timeframe, better mapping could be done between students' participation in ECA or OLE activities and its connection with their career planning and future study pathway in advance.
2. **Weakness:** Due to the pandemic, some face-to-face activities such as company visits were suspended. With the implementation of Vaccine Pass, some S3 and S5 students may not be able to participate in university visits and company visits respectively if they have not received 3 doses of Covid-19 vaccines.
3. **Opportunity:** Due to the pandemic, many university alumni sharing on their undergraduate programmes and career sharing by working alumni was digitalized with their PowerPoint and videos uploaded to Google Classroom so that students can view on demand and gain advice on their future studies and careers. A hybrid mode of sharing and workshops can be offered to reap the benefits of both face-to-face and online mode of sharing. In addition, more can be done in providing a wide range of hands-on experiences like internship, job shadowing and job tasting programmes for students. In collaboration with ASSC, Student Alumni Mentorship (SAM) Programme has been newly launched. Students can receive career guidance and advice from a group of devoted and enthusiastic working alumni who have a strong bond with school. Through matching students' interested fields and the professions of working alumni, face-to-face meetings, zoom sharing sessions and company visits can be arranged for them so that they can have a better understanding of their academic and career aspirations and make an informed decision about their JUPAS choices.
4. **Threat:** With the frequent use of online sharing mode owing to pandemic, less motivated and SEN students can easily feel frustrated and confused especially in their life planning pursuit, for they are rather passive in seeking help. More tailor-made programmes and experiential learning workshops can be organized with CGC, external bodies and new service provider to offer customized guidance and support to this group of students via hands-on activities.

**C. Major Concerns: In response to school major concerns**

**School major concern 1: Cultivate a positive school culture for every student to shine in their uniqueness, embracing obstacles and setbacks as indispensable in the learning process.**

Targets	Strategies	Success Criteria	Methods of Evaluation	Person in Charge
<p>1.1 Foster purpose-driven learners with positive pursuit in life-planning</p>	<p>1.1A Facilitate students to identify their goals, visualize the best possible outcomes, anticipate potential obstacles and develop coping strategies when encountering obstacles</p> <ul style="list-style-type: none"> <li>● Revise S1 – S3 LPEC curriculum and rewrite materials of S1 – S3 in English to nurture students the right skills and positive mindset in coping with potential obstacles in conducting life planning.</li> </ul> <p><u>S1: Adaptation to secondary school life and networking</u></p> <ul style="list-style-type: none"> <li>● Run life-planning games and activities in S1 Orientation Day to heighten awareness in setting goals in junior secondary, and introduce the concept of life-planning through fun games</li> <li>● Establish rapport with Life Planning Ambassadors and start building up a support network to facilitate S1 students’ adaptation to new learning environment</li> </ul> <p><u>S2: Exploration of Interests and Strengths</u></p> <ul style="list-style-type: none"> <li>● Enhance S2 LPE curriculum to facilitate S2 C<sup>3</sup> students to build on their interests and talents based on their passion and link them to their career / academic aspirations</li> </ul> <p><u>S3: Exploration of potential and streaming</u></p> <ul style="list-style-type: none"> <li>● Co-organise S3 Support Group in the form of expressive art and life-planning workshops with CGC to identify students’ needs in streaming and provide personalized support for them subsequently</li> <li>● Provide students the life-planning tools for streaming with the use of ‘I am ... Youth Portal’ app and related workshops offered by non-governmental organizations (NGOs)</li> <li>● Organize an experiential learning workshop ‘Dream Come True’ to help students identify their career orientation, have a</li> </ul>	<ul style="list-style-type: none"> <li>● Students are able to identify and develop their interests and strengths, and have their confidence boosted.</li> <li>● Students’ choice of SSE studies, JUPAS &amp; career pathways are based on their values, interests, and strengths, especially for the less ‘noticeable’ and SEN students.</li> <li>● Students’ active participation and positive feedback on various LPEC programmes</li> </ul>	<ul style="list-style-type: none"> <li>● Form teachers’, ECAC, CGC, MCEC, LPEC evaluation meetings</li> <li>● Revised or newly established plans, programmes and curriculum</li> <li>● SSE meetings</li> <li>● SSDB evaluation meetings</li> </ul>	<ul style="list-style-type: none"> <li>● LPEC Head &amp; SSDB</li> <li>● LPEC Head</li> <li>● LPEC, DC &amp; CGC Heads</li> <li>● LPEC Head</li> <li>● LPEC Head</li> <li>● CGC, ECAC, ACB &amp; LPEC Heads</li> <li>● LPEC Head</li> <li>● LPEC Head &amp;</li> </ul>

	<p>related job tasting experience, and encourage them to keep exploring their career / academic aspirations</p> <ul style="list-style-type: none"> <li>● Gain peer support for guidance and experience sharing between S3 and S6 students as well as university alumni in the form of a carnival</li> <li>● Offer a tailor-made programme for S3 students to provide small group and individual counselling to meet their needs related to streaming and choosing Senior Secondary Education (SSE) elective subjects</li> <li>● Run subject-based taster programmes for S3 students to allow them to have first-hand experience in learning and assessment of SSE elective subjects</li> <li>● Shoot videos of streaming from senior form students and alumni to address students of different needs</li> <li>● Arrange university visits with sharing from alumni</li> </ul> <p><u>S4: Planning of OLE for personal pursuit</u></p> <ul style="list-style-type: none"> <li>● Provide more career-related experiences (CRE) such as job shadowing and internship to enable students to learn about the world of work and careers through a variety of learning activities and facilitate them to make a better mapping between their participation in OLE and its connections with their career planning and future studies.</li> </ul> <p><u>S5 – S6: JUPAS planning for further studies and career pursuit</u></p> <ul style="list-style-type: none"> <li>● Run S5 Purpose-driven Camp to facilitate students to have meticulous planning for further studies and career pathways</li> <li>● Share data about E-APP platform to monitor S6 students’ application for non-JUPAS programmes and facilitate guidance and counselling from form teachers</li> <li>● Organise admission talks from different local and overseas universities to help students obtain the latest admission information and scholarships</li> <li>● Give talks on the updated information on JUPAS and multi-pathways, and arrange Interview Skill Workshop and Mock Interview Workshop for S6 students to assist them to better prepare for JUPAS interviews</li> </ul>			<p>service provider</p> <ul style="list-style-type: none"> <li>● LPEC Head</li> <li>● LPEC Head &amp; service provider</li> <li>● ACB Head &amp; subject heads</li> <li>● LPEC Head</li> <li>● LPEC Head</li> </ul> <ul style="list-style-type: none"> <li>● LPEC and CGC Heads</li> </ul>
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<ul style="list-style-type: none"> <li>● Offer a customized programme for S.4 and S.5 SEN students in small groups and organize an experiential learning workshop to provide guidance and support for life planning</li> <li>● Involve in the preparatory work in designing a user-friendly digital platform which collects and discerns students' data in facilitating students' life-planning</li> </ul>			<ul style="list-style-type: none"> <li>● ITC, ECAC, CGC &amp; LPEC Heads</li> </ul>
<p>1.1B Foster students' belief in their strengths in all possible aspects, with recognition of multiple intelligence and provision of multiple pathways</p>	<ul style="list-style-type: none"> <li>● Form teachers are better equipped as mentors to offer pastoral care to students.</li> <li>● Students can identify and develop their interests and potential with horizons widened and confidence boosted.</li> <li>● Students are better informed of the activities and programmes available to stretch their abilities and scholarships for students to apply for.</li> <li>● A clear framework of aspiration and compiled list of</li> </ul>	<ul style="list-style-type: none"> <li>● SSE meetings</li> <li>● SSDB evaluation meetings</li> <li>● Form teachers', ECAC, LPEC evaluation meetings</li> </ul>	<ul style="list-style-type: none"> <li>● LPEC Head &amp; service provider</li> <li>● LPEC &amp; ACB Heads</li> <li>● SSDB &amp; LPEC Heads</li> <li>● LPEC Head</li> <li>● LPEC Head &amp; service provider</li> <li>● LPEC Head</li> <li>● LPEC,</li> </ul>
<p><u>For junior forms:</u></p>			
<ul style="list-style-type: none"> <li>● Organise workshops to explore and develop students' interests in areas such as coding, which is a basic literacy of the digital age and a prerequisite for jobs of the future</li> <li>● Provide S3 life-planning and streaming programme with a clear working timeline to illustrate the support measures adopted at different stages to help S.3 students make an informed decision on streaming</li> <li>● Offer support to Form and Co-Form teachers in providing guidance and counselling through positive dialogues in facilitating students' potential development and self-exploration</li> </ul> <p><u>For senior forms:</u></p> <ul style="list-style-type: none"> <li>● Offer rich career-related experiences to students with more choices of company visits, job shadowing and internship for S4 and S5 students and arrange mock interviews for S6 students</li> <li>● Conduct Careers Program to provide comprehensive internship experience for underprivileged students by mapping them with jobs they are interested in; plus interviews for selection, company visits, suit sponsorship and a series of pre- and post-training sessions on soft skills arranged, e.g. orientation and CV workshop</li> <li>● Provide a clear framework of aspirations with selection</li> </ul>			

	<p>criteria and rubrics spelt out to facilitate students' purpose-driven pursuit in their fields of interests or potential</p> <ul style="list-style-type: none"> <li>● Offer a more transparent self-nomination scheme for various scholarships</li> <li>● Compile lists of nominations, activities and workshops offered by LPEC, universities and external bodies for the preparation of a comprehensive plan of opportunities for students' OLE planning and career / academic aspirations</li> <li>● Provide working timelines for S5 and S6 students to highlight the important dates for JUPAS and overseas studies and the support they can gain from LPEC teachers, teacher mentors and alumni mentors</li> </ul>	activities are made.		<p>ECAC &amp; KLA Heads</p> <ul style="list-style-type: none"> <li>● LPEC Head</li> <li>● LPEC Head</li> <li>● LPEC, CGC &amp; ACB Heads</li> </ul>
1.2 Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning	1.2D Enhance class teachers' periods, assemblies, performance opportunities, extracurricular activities and other learning experiences to facilitate students' understanding of their strengths and potentials	<ul style="list-style-type: none"> <li>● Junior form students are able to identify and develop their interests and strengths, and have their confidence boosted.</li> <li>● Shared vision of life planning is fostered among the teachers concerned.</li> </ul>	<ul style="list-style-type: none"> <li>● Form teachers', ECAC, CGC, LPEC evaluation meetings</li> <li>● SSE meetings</li> <li>● SSDB evaluation meetings</li> <li>● CPD records</li> </ul>	<ul style="list-style-type: none"> <li>● LPEC Head</li> <li>● LPEC Head</li> </ul>
	1.2E Tap external resources to develop students' potentials, including alumni, parents, universities, business enterprises and NGOs			
	<ul style="list-style-type: none"> <li>● Co-organise SEED programme with CGC in offering support for academically less able students via various hands-on workshops such as human library with career sharing from alumni</li> <li>● Organise small group sessions and an experiential learning workshop to support S.4 – S.5 students on life planning</li> </ul>			

	<ul style="list-style-type: none"> <li>● Explore the opportunities for company visits, internship and career-related experiences offered by business enterprises, NGOs and alumni, and the practical modes of implementation</li> <li>● Organise view-on-demand career talks via online counselling, interactive talks and small group sharing after conducting students' questionnaire over their interested jobs and topics</li> <li>● Arrange parents' seminars and talks to address specified concerns in different forms</li> <li>● Promote the quality online seminars organized by ASSC to parents to update them on the latest trends at authentic workplace and the career prospects of emerging jobs</li> </ul>	<p>available.</p> <ul style="list-style-type: none"> <li>● Plan for Student Alumni Mentoring (SAM) Programme was finalized. The programme will be launched and implemented as a pilot scheme.</li> <li>● Shared vision of life planning is fostered among parents.</li> <li>● Related training can enable parents to offer guidance or support to students in their life pursuit.</li> </ul>	<p>and students</p> <ul style="list-style-type: none"> <li>● LPEC &amp; HSCC evaluation meetings</li> </ul>	<p>service provider</p> <ul style="list-style-type: none"> <li>● ASSC &amp; LPEC Heads</li> <li>● LPEC Head</li> <li>● LPEC Head</li> <li>● LPEC, ASSC &amp; HSCC Heads</li> </ul>
<p>1.3 Foster positive network for support and mentorship in learning, personal growth and life pursuit</p>	<p>1.3B Refine the mentorship scheme to ensure students in need will have a mentor from senior students, student leaders, alumni, teachers, coaches or parent volunteers for learning, personal growth and life pursuit</p> <ul style="list-style-type: none"> <li>● Enhance the S5 – S6 mentorship scheme by initiating a pilot scheme called Student Alumni Mentorship (SAM) Programme incorporating alumni, besides teachers, as career mentors to provide career advice and guidance for motivated S6 students in their pursuit for JUPAS in small groups</li> <li>● Recruit alumni from different fields and match them with students' interested fields as a supporting team for students</li> <li>● Offer briefing and training for alumni mentors and teacher mentors of senior forms</li> <li>● Build up Wa Ying Support Network by enlisting university alumni as mentors or JUPAS counsellors</li> </ul>	<ul style="list-style-type: none"> <li>● Mentees can better identify their own interested fields with enhanced help seeking strategies.</li> <li>● Training and timely supervisory support to teacher and alumni mentors is offered.</li> </ul>	<ul style="list-style-type: none"> <li>● LPEC evaluation meetings</li> <li>● SSDB meetings</li> <li>● Evaluation from teacher and alumni mentors</li> </ul>	<ul style="list-style-type: none"> <li>● LPEC Head</li> <li>● LPEC &amp; ASSC Heads</li> <li>● LPEC &amp; ASSC Heads</li> <li>● LPEC Head</li> </ul>

Full names for abbreviation:

*ACB: Academic Board*

*ASCC: Alumni-School Cooperation Committee*

*CGC: Counselling & Guidance Committee*

*ECAC: Extra-Curricular Activities Committee*

*HSCC: Home-School Cooperation Committee*

*LPEC: Life Planning Education Committee*

*MCEC: Moral & Civic Education Committee*

*SAC: Student Affairs Committee*

*SSDB: Student Support & Development Board*

*SSE: School Self-Evaluation*