

Wa Ying College
Work Plan on Life Planning Education and Career Guidance Service, 2023-2024

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:

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

1. Facilitating students' planning in terms of goal setting and reflective habit of mind and developing positive values and attitudes towards their own capabilities and career / academic aspirations.
2. Offering individual and small group guidance to assist students in understanding their interests, abilities, potential and aspirations, which aligns with their developmental needs at different stages of growth, thus differential provision in guidance and support will be made.
3. Providing educational and career exploration and experiential learning activities, competitions, platforms and resources in encouraging students to integrate their career / academic aspirations with lifelong learning and whole-person development.
4. Tapping external resources namely alumni and external bodies to provide a variety of career-related experiences and knowledge to equip students with career and life planning skills and enrich their exposure and knowledge of the world of work.
5. Promoting the awareness of the latest trends and development of opportunities for further studies and their career prospects, in particular the application for JUPAS, and guiding students to make a wise and informed choice in accordance with their interests, abilities and orientation, and continuing with their life-long career development.
6. Deepening the sense of commitment in students through career and life planning activities in order to become a responsible citizen in future.

B. Review of last year's work:

1. For programmes offered for S.1 – S.2 students:

Three S.1 boys applied for Radley College's Greater China Scholarship (For 2024 September Entry). They were invited to attend admission assessments which included written tests in English and Mathematics in late June. Other scholarships and programmes which can broaden students' horizons will be further explored to provide more learning opportunities for students to stretch their potential and develop their interests, thus having clearer directions of S.3 streaming and making JUPAS choices in future.

2. For programmes offered for S.3 – S.4 students:

S.3 University Visits to The Chinese University of Hong Kong (CUHK), School of Engineering, The Hong Kong University of Science and Technology (HKUST) and School of Fashion and Textiles, The Hong Kong Polytechnic University (PolyU) were organized. Apart from attending admission talks, students visited laboratories and facilities in guided tours. Through these visits, students had a better understanding of university admission requirements and the relationship between their choice of elective subjects and further studies. To enrich their learning experiences, more experiential learning activities and taster sessions can be added in S.3 University Visits. Moreover, workshop on S.3 streaming and experiential learning activity 'Dreams Come True' were held for S.3 students. In the workshop on S.3 streaming, students were able to know more about their characteristics, interests and abilities. John Holland's test was taken to find out students' vocational choices in the workshop and students performed some job duties of different occupations based on their Holland codes in the experiential learning activity 'Dreams Come True' so as to find out whether those careers were suitable for them. Through participating in these two related activities, students were more aware of the relationship between their choice of elective subjects and life planning, thus setting career and academic goals to realise their dreams. Furthermore, peer guidance and experience sharing session was conducted between S.3 and S.6 students to help students make informed decisions on S.3 streaming before the Final Exam. Students had to write down some questions regarding studying different elective subjects on a worksheet in advance and they were required to find out the answers by asking S.6 students questions in the consultation booths. Students were more motivated to obtain information such as the content, study skills and assessments of different elective subjects by talking directly with S.6 students. An assembly about metaverse and how it is used in our daily lives was held for S.4 students. More career sharing sessions can be held so as to increase students' exposure to the emerging industry and learn more about their career paths and prospects.

3. For programmes offered for S.5 – S.6 students:

School Principal's Nominations (SPN) and scholarships for further studies in Hong Kong and overseas were introduced and assessment criteria for SPN were explained in two S.5 assemblies to make students plan their application in advance. Comprehensive programmes including experiential learning activity 'Planning a Brighter Future', small group guidance and counselling sessions with university alumni, teacher mentors and working alumni based on their interested domains, Pass-it-on Tea Gathering and S.5 Purpose-driven Camp were organized to help S.5 students make action plans and prepare for DSE, further studies and future career. Admission talks from The University of Hong Kong (HKU) and PolyU were held at lunchtime in the middle of October. Furthermore, university alumni sharing on public health, food and nutritional sciences, architectural studies, economics, quantitative social analysis, and fashion and textiles were conducted for S.5 – S.6 students via Zoom in November. Students could get the most updated information about admission scores, calculation methods, preferred / compulsory subjects, interview formats and questions, etc. from admission talks and university alumni sharing, and career-related advice from alumni who are experienced in the professions. List of LPEC activities such as university taster and summer programmes and career-

related experiences were compiled for students which could help them choose ECAs or OLEs to fulfill their career and academic aspirations. More students participated in university taster and summer programmes and career-related programmes organized by Employee Retraining Board (ERB), Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) and ARCH Community Outreach. S.5 – S.6 mentorship programme (2022 – 2024) was enhanced based on students' needs and its scope was extended to all S.5 students. Students were grouped with reference to their interested domains and they were matched with teacher mentors, LPEC teachers, university alumni and working alumni in those domains. It was hoped that adequate support can be provided for students to cater for their needs and make informed and responsible decisions to pursue their career and academic goals.

4. For programmes offered for academically less able students and SEN students:
SEED (Sharing, Explore, Experience and Discover) programme was organized in collaboration with CGC. Career sharing by an illustrator and workshops on flower arrangement, candle making, crepe souffle and aerial yoga were conducted. Students from different forms were interested in participating in them as they gained hands-on experiences, increased their exposure to different fields and boosted their confidence. In addition, since some tutors are our alumni, a support network could be established. Apart from organizing the activities in SEED programme after school, lunchtime can be considered for holding the activities. Also, Career Sparkle 'Expanding Life' was run in collaboration with St. James Settlement. Five small group counselling sessions were held at lunchtime from February to March and one tailor-made session to Career Live Experience Learning Game Centre (Role-playing activities) was arranged for six S.4 – S.5 SEN students. Card games were used in small group counselling sessions to help them better understand their interests, abilities and strengths, discuss their future orientation, and most importantly, identify the pursuit of career goals. By participating in role-playing activities in Career Live Experience Learning Game Centre, students could learn more about the job duties of people working in healthcare, engineering and esports industry, carry them out and reflect on their learning experiences. These programmes can be continued next year.
5. Form-based parents' seminars were conducted to provide parents with updated information about New Senior Secondary (NSS) and JUPAS and offer them advice on catering for the developmental needs of their children. To further enrich the topics covered and broaden their horizons over the emerging industries and their career prospects, external support can be tapped and these parents' seminars can be promoted.

C. SWOT analysis of current situations:

Strength:

1. With the emphasis on the importance of fostering character building and potentials development through life planning and life education, teachers are actively involved in providing life planning guidance and support for students. More teachers received professional development courses on life planning education and career guidance, which make them become more experienced, knowledgeable and confident in fulfilling their duties.
2. As lists of activities, SPN and scholarships are organized and compiled with a clear timeframe, better mapping can be done between students' participation in ECA and OLE activities and its connection with their career planning and future study pathways in advance.
3. Students are more eager to join skills training programmes, university taster programmes and career-related activities such as job shadowing and internships which are related to their interests and academic / career goals. They also show more interest in planning their future study pathways and personal and career development.
4. To help students have a better understanding of their interested domains, resources from alumni are tapped and strong support from them is received, allowing mentorship programme to extend its scope to all S.5 and S.6 students and match students and alumni based on their interested domains. With the expertise and profession of working alumni, they can provide career-related guidance and opportunities, e.g. internships, job shadowing, company visits for interested students, act as advisors to offer information over the nature and prospects of careers as well as the requirements of personal attributes and capabilities, and as guest speakers to conduct assemblies, talks and sharing on their working experiences, ups and downs, etc. With the help of university alumni, they can offer updated information over university programmes and the highlights of the programmes, act as guest speakers to conduct assemblies, talks and sharing on specific domains / programmes for interested students, and work with teachers as facilitators in camps and counselling sessions.
5. Our school has partnered with St. James Settlement, 'I am ... Youth Portal' and Tung Wah Group of Hospitals Healthy Budgeting Family Debt Counselling Centre, etc. in holding talks and workshops, company visits, and experiential learning activities for students. More varieties of programmes and activities are offered to students to suit their interests and develop skills and capabilities.

Weakness:

1. Teachers are not very familiar with non-local education systems, curriculum and study pathways.
2. Some students are rather confident in getting excellent results in DSE and do not feel the need for formulating back-up plans and life planning. As they lack preparation and planning, they may miss some better opportunities offered to them for their future studies.

Opportunity:

1. In order to help students make informed decisions, S.1 – S.3 Life Planning Education curriculum and teaching materials will be rewritten and S.4 – S.5 Life Planning Education curriculum and teaching materials will be revised with the application of three paradigms of career counselling (i.e. vocational guidance, career development and life designing) and career counselling theories (i.e. John Holland's Theory-based Counselling Model, Donald Super's Life-Span and Life Space, Donald Super's Life-Span Theory of Career Development, Linda Gottfredson's Theory of Circumscription and Compromise of Career Aspirations, Lent, Brown and Hackett's Social Cognitive Theory, Mark Savickas's Career Construction Theory and Life Design Counselling). They will align with the LPEC

focus and developmental needs of each form and S.1 – S.3 teaching materials will be changed to English. Financial planning and education will be integrated into S.2, S.4 and S.5 Life Planning Education curriculum and activities.

2. Through the online platform 'My Life Planning Portfolio' run by Education Bureau (EDB), two online personality tests, namely Career Interest Inventory (CII) and Basic Interest Marker (BIM) will be provided for students. Students are advised to open an account at the beginning of S.4 and S.5 and complete at least one online test, i.e. CII. Results of the tests will be explained by teachers so as to assist students to make wise and informed career choices.
3. Since the society has returned to normal after the pandemic, more life planning-related activities can be arranged for students and they can be chosen in connection with elective subjects and students' interested domains / professions.
4. The setting up of professional groups by ASCC based on students' interested domains provide career-related experiences, experience-sharing opportunities, role models and encouragement for S.5 – S.6 students with career aspirations which are similar to students.
5. Planning, Implementation and Evaluation (PIE) model will be adopted to effect transformation and innovation from the strategic, tactical and personal perspectives so that students can better understand their interests and abilities, obtain updated information about further studies and future careers, set career and academic goals, and devise action plans which can achieve their career and academic aspirations in six years at Wa Ying College.
6. More regular individual guidance and counselling session can be offered to S.3 and S.5 – S.6 students. This can be done by respective class teachers and assistant class teachers. A record system can be created and a referral system can be established so that LPEC teachers, CGC teachers, social workers, Educational Psychologist, Speech Therapist, etc. can do the follow-up work in order to provide more timely support and guidance to students and meet their needs.
7. Networks have been established with different stakeholders in the community, e.g. local and overseas universities, business enterprises, NGOs, etc. More cooperation can be enlisted so that more life planning activities can be offered to students.

Threat:

1. More students opt for overseas studies in various countries and more guidance and support to these students is needed.
2. Some students are not willing to disclose their pathways which make it difficult for teachers to do the follow-up work.
3. More teachers are involved as teacher mentors in mentorship programme. It is necessary to equip them with the key concepts of life planning education and the latest multiple pathways information.
4. There is an increase in students' diverse learning and special education needs. This poses challenges for teachers to help and support them in further education and career development.

D. Major Concerns:

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee/ Persons in charge
1. Foster purpose-driven learners with positive pursuit in life-planning	<ul style="list-style-type: none"> ● Devise and revise S.3 – S.6 road maps with key dates for students to visualize, plan and participate in events with support measures at different stages (Relate to SMC 1.1A1) 	<ul style="list-style-type: none"> ● Students are better informed of the activities and programmes available for them to apply. ● Students make informed decisions on their choices of further studies & career pathways which are based on their interests, abilities, strengths and values. ● Students can identify and develop their interests with confidence boosted. ● Students can develop the skills and knowledge required for the future workplace with horizons broadened and confidence supposed. 	<ul style="list-style-type: none"> ● Summary reports with attachments. ● Surveys and focus group interviews. ● Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings. 	8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC
	<ul style="list-style-type: none"> ● Rewrite and revise LPEC curriculum and teaching materials (Relate to SMC 1.1A2) 			8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC
	<ul style="list-style-type: none"> ● Arrange teacher training on the study of PROSPER for life planning (Relate to SMC 1.1B1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● SSETDC ● LPEC
	<ul style="list-style-type: none"> ● Arrange seminars on positive psychology and mental well-being to encourage positivity, focus on their character strengths and teach students to be resilient when facing obstacles in life (Relate to SMC 1.1B1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● SSDB
	<ul style="list-style-type: none"> ● Run related workshops which focus on building up students' characteristics and strengths (Relate to SMC 1.1B1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● SSDB
	<ul style="list-style-type: none"> ● Organize 'MEMoment Camp' in the form of expressive art and life planning activities to identify students' needs in streaming and provide personalized or small group guidance and support for them subsequently (Relate to SMC 1.1B1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC ● CGC
	<ul style="list-style-type: none"> ● Reflection is made after First Term Exam and action plans are formulated and adjusted (Relate to SMC 1.1B2) 			8.2023-7.2024	<ul style="list-style-type: none"> ● ACB
	<ul style="list-style-type: none"> ● Provide positive dialogue, positive education and positive psychology when offering individual / small group counselling and guidance to students (Relate to SMC 1.1B2) 			8.2023-7.2024	<ul style="list-style-type: none"> ● SSDB ● LPEC
	<ul style="list-style-type: none"> ● Offer support to class teachers in interpreting the reports of career assessments and providing guidance and counselling through positive dialogues and PROSPER model in facilitating students to pursue their career / academic aspirations (Relate to SMC 1.1B2) 			8.2023-7.2024	<ul style="list-style-type: none"> ● SSETDC ● LPEC
<ul style="list-style-type: none"> ● Arrange career sharing sessions, company visits and university visits for junior form students to broaden students' horizons and help students better understand the relationship between their choice of elective subjects and further studies (Relate to SMC 1.1C1) 	8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC ● Class teachers 			

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee/ Persons in charge
1. Foster purpose-driven learners with positive pursuit in life-planning (con't)	<ul style="list-style-type: none"> ● Organise Coding Explorer Programme to explore and develop junior form students' interests in coding and AI, which are basic literacies of the digital age and prerequisites for jobs of the future (Relate to SMC 1.1C1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● ACB (Technology Education) ● LPEC
	<ul style="list-style-type: none"> ● Launch CareerXplorer Programme to provide hands-on opportunities for real world learning through interactive exposure to workplaces (Relate to SMC 1.1C1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC
2. Provide positive learning experiences to enable students to view their intelligence as a malleable entity that can be increased with effort and learning.	<ul style="list-style-type: none"> ● Offer support to form convenors in coordinating form-based activities and programmes with reference to S.1 – S.6 Development Plans (Relate to SMC 1.2A1) 	<ul style="list-style-type: none"> ● Students are able to identify and develop their interests, strengths, potentials, and have their confidence boosted. ● Target students are able to identify and develop their interests, skills and abilities and be informed of new internships and job opportunities available which can help pursue their career / academic goals. 	<ul style="list-style-type: none"> ● Summary reports with attachments. ● Surveys and focus group interviews. ● Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings. 	8.2023-7.2024	<ul style="list-style-type: none"> ● ACB ● SSDB ● Class teachers
	<ul style="list-style-type: none"> ● Organize Career Expo in collaboration to help students know the professions in the medical-related field by tapping resources from alumni and external organizations (Relate to SMC 1.2B1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC ● CGC ● AASC
	<ul style="list-style-type: none"> ● Launch S.6 Mock Interview Workshop in the Medical Field which provides students who are interested in the medical-related field to practise interviewing skills with alumni in the medical field individually and receive immediate feedback to fully prepare and equip students with the skills to succeed in JUPAS interviews (Relate to SMC 1.2B1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC ● AASC ● S6 Class teachers
	<ul style="list-style-type: none"> ● Arrange parents' seminars and talks to address specific concerns and needs in different forms (Relate to SMC 1.2B1) 			8.2023-7.2024	<ul style="list-style-type: none"> ● ACB ● SSDB ● LPEC ● Class teachers

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	Committee/ Persons in charge
3. Foster positive network for support and mentorship in learning, personal growth and life pursuit.	<ul style="list-style-type: none"> ● Organise lunchtime activities for S.1 students with LPEC Ambassadors as facilitators to build up a support network and help them adapt to the new environment (Relate to SMC 1.3A2) 	<ul style="list-style-type: none"> ● Junior form students are able to get the support and advice from senior form students and alumni and cater for their developments needs at different stages of life. ● Students are able to get the support and advice from teachers and alumni to cater for their needs, interests and abilities. 	<ul style="list-style-type: none"> ● Summary reports with attachments. ● Surveys and focus group interviews. ● Reflections based on surveys and other collected information in EB, SPC, SSDB, ACB, Class teachers', CGC, LPEC evaluation meetings. 	8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC ● S1 Class teachers
	<ul style="list-style-type: none"> ● Enhance S.5 to S.6 mentorship programme based on five domains and match them with students' interested domains as a supporting team for students to provide career-related experiences and small group counselling sessions for them (Relate to SMC 1.3B2) 			8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC ● AASC ● S5, S6 Class teachers
4. Foster positive campus life with enhanced school administrative system and facilities	<ul style="list-style-type: none"> ● Display a wide range of learning opportunities and career-related experiences (CRE) for students to choose from and showcase students' success and achievements at universities and golden opportunities seized by alumni by different means (Relate to SMC 1.42) 	<ul style="list-style-type: none"> ● Students are motivated to strive for excellence and learn how to pursue their career / academic aspirations with alumni as role models to look up to. 		8.2023-7.2024	<ul style="list-style-type: none"> ● LPEC ● SIPC ● GAC

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

SSETDC: School Self-Evaluation and Teacher Development Committee