



St. Joseph's College
Career and Life Planning Education
Annual Plan
2014-2015



St. Joseph's College

Career and Life Planning Education Annual Plan 2014-15

I. SWOT Analysis

A. Strengths

- Students in senior forms show relatively keen concern for career planning and careers guidance.
- Parents of most students are well educated and financially sound. PTA and parents are supportive.
- Parents and students are more aware of the need for careers experience exposure.
- Almost all of our students will eventually pursue post-secondary education in local or overseas educational institutions. It provides a relatively clear focus of careers guidance for the school.
- With over 139 years of history, SJC has a lot of alumni who are very successful and outstanding in various professions. We have a vast treasure of human resources, into which we can tap to provide students with mentoring and assistance for further education and career opportunities. SJC alumni are enthusiastic and the Old Boy Association is working closely with the school. Projects like the Mentorship Program organized by the OBA are expanding both in terms of number of mentors and participating students.
- The setting up of professional groups like the Legal Chapter, Financial Chapter and Medical Chapter by the OBA provides encouragement, role models, scholarships and experience sharing opportunities for our students with career aspirations similar to their fellow Josephians’.

- The school made use of the Career and Life Planning (CLP) Grant provided by EDB (starting from 2014/2015) to employ a CLP counselor who enhances the capacity of the Careers Department to implement the life planning education.

B. Weaknesses

- Students often over-estimate themselves and do not feel the need for early career / education planning. Students might miss some better opportunities for their further studies because they lack sufficient pre-planning.
- Parents often dominate in their children's further education and career planning. This might affect personal development and individual fulfilment of aspirations in the students.
- There has been personnel change in the Careers Team in the past few academic years. Other than the careers mistress, all the other team members are not specially trained for careers guidance.
- Students are sometimes too involved in ECA activities and overlook other aspects of their school life.

C. Opportunities

- The New Senior Secondary Curriculum includes Career-related Experiences as part of the Other Learning Experiences. Some careers guidance / further education material could be incorporated within the school curriculum.
- EDB has provided more resources (e.g. grant, seminars, guidelines) to cater for the need of increasing students' careers exposure.
- A recurrent cash grant (i.e. the Career and Life Planning Grant amounted to \$493,340 in 2014/2015) is provided to eligible schools, starting

from 2014/2015, to enhance and enrich career and life planning education elements for students.

- Since EDB takes the lead of promoting Career and Life Planning Education, NGOs, tertiary institutions and some business organizations are providing more career-related information and services.

D. Threats

- Under the NSS academic structure, HKDSE is the only public examination which is a significant factor determining the career path of students. Hence, there is an emerging need for students to make wise and informed career choices and plans in early stage of secondary school life.
- There is a drastic change in the admission criteria of students by local universities. Similar situations can be found in students furthering their studies in the UK. Students need new strategies for careers / further education guidance under the education reform.
- The new CLP exerts great pressure on the members of Careers Team. Teachers of the Careers Team are required to attend structured training on life planning education offered by the EDB in the coming years.

II. Objectives

It is hoped that with the provision of effective careers guidance and life planning education, students can make wise and responsible career choices in accordance with their interests, abilities and orientations, and can continue with their life-long career development.

We aim:

- A. To incorporate career and life planning education into school curriculum and activities
- B. To assist students to make wise and informed career decisions with reference to students' interests, abilities and orientations
- C. To raise students' awareness of the importance of life-long career development planning

IV. Action Plan (2014-2015)

(Note: It is the exploration period of career and life planning education in 2014-2015 school year. Various approaches would be experimented, and related testing programmes tried out. In 2015-2018 school years, career and life planning education will be one of the major concerns in the three-year development plan of the school. Experience and testing results collected in 2014-2015 would be analysed. The Career and Life Planning Education programme plan would be renewed.)

Targets	Strategies	Success Criteria	Methods of Evaluation	People responsible	Resources required
1 To incorporate career and life planning education into school curriculum and activities	1.1 To identify the needs and career plans of students through regular career-related surveys <ul style="list-style-type: none"> 1.1.1 Survey to be conducted after CLP talks of NGOs 1.1.2 Data to be collected through Students Support Scheme 1.1.3 Discussions with form teachers of senior forms 1.1.4 Discussions with form teachers and related parties of specific students (i.e. non-Chinese speaking students, gifted students, SEN students, conditional promotion students, and repeaters) 1.2 To review the school curriculum (i.e. subject syllabi) in which CLP elements can be incorporated <ul style="list-style-type: none"> 1.2.1 Survey and discussions to be conducted with subject panels 1.3 To review other learning activities/programmes (e.g. OLE programmes, ECA, etc.) into which CLP elements can be integrated <ul style="list-style-type: none"> 1.3.1 Survey and discussions to be 	<ul style="list-style-type: none"> ● All needs and career plans of junior students reflected in the Student Support Scheme are sorted out and analysed ● All teachers (esp. subject panels, TIC of OLE, SEN team, form teachers) agree and start to assist in the reformation of school curriculum and the promotion of CLP education ● All subject panels are motivated to integrate CLP elements into the curriculum ● At least one individual meeting with subject panels, discussing the incorporation of CLP elements ● All subjects started incorporating CLP elements into curriculum ● 7 subjects (including 4 core subjects of NSS curriculum) (1/3 of all 20 subjects) finish the integration of CLP 	<ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from form teachers ● Review of documents of Student Support Scheme ● Review of meeting documents 	<ul style="list-style-type: none"> ● Careers guidance team (including CLP counselor) ● Survey team ● Subject panels, TIC of OLE, SEN team ● Form teachers 	<ul style="list-style-type: none"> ● CLP Grant ● Resources and data from external organizations, e.g. Education Bureau, HKACMGM (香港輔導教師協會)

Targets	Strategies	Success Criteria	Methods of Evaluation	People responsible	Resources required
	<p>conducted with TIC of OLE, SEN team and related parties</p> <p>1.4 To provide continuous professional training and development programmes on CLP for teachers to attain related skills and knowledge</p> <p>1.4.1 A workshop for teachers to understand what CLP is and what their roles are in CLP</p>	<p>elements into the curriculum</p> <ul style="list-style-type: none"> ● At least one meeting with ECA master, TIC of OLE and teacher of OLE subjects discussing the incorporation of CLP elements into other learning activities ● At least one meeting with S.4-6 form teachers discussing the awareness on CLP of their students ● At least 50% of teachers agree that they understand the concept of CLP education and their roles in it ● At least 50% of students agree that they understand the concept of CLP education 			
<p>2 To assist students to make wise and informed career decisions with reference to students' interests, abilities and orientations</p>	<p>2.1 To enrich the content and expand the scope of existing career-related services and activities by adopting the whole school approach</p> <p>2.1.1 Review (if necessary, enrich and modify) the services and activities provided and organized by careers guidance team</p> <p>2.1.2 Review (if necessary, modify and/or combine) the career-related services provided by other parties in school</p> <p>2.2 To provide a school environment for students to explore CLP</p> <p>2.2.1 Through class periods, public announcements by teachers, etc., students will strongly be</p>	<ul style="list-style-type: none"> ● 10% increase in number of students participate in CLP-related activities, compared to similar activities in 2013/2014 ● At least one meeting with ECA master, functional team master/mistress and related parties, to review their career-related services ● Career notice board and website release the most updated and latest CLP-related information ● At least 50% of teachers agree that it is easy for them to access information from 	<ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from parents ● Feedback from SJCOPA ● APASO 	<ul style="list-style-type: none"> ● Career guidance team (including CLP counselor) ● Survey team ● Form teachers ● SJCOPA ● Alumni 	<ul style="list-style-type: none"> ● CLP Grant ● Resources and data from external organizations, e.g. Education Bureau, local universities, HKACMGM (香港輔導教師協會), Hok Yau Club (學友社) ● CLP services from HKFYG-YEN (香港青年協會-青年就業)

Targets	Strategies	Success Criteria	Methods of Evaluation	People responsible	Resources required
	<p>encouraged to make good use of the CLP-related resources placed on the career notice board and bookshelf at the area outside meeting room 2</p> <p>2.2.2 Students will be encouraged to consult their form teachers, subject teachers and members of careers guidance team on CLP-related issues; teachers are welcomed to refer any related cases to members of careers guidance team</p> <p>2.2.3 Discussions with related parties on the feasibility and details of optimizing the “career corner” facilitating direct contact between students and the CLP counselor</p> <p>2.2.4 Optimizing the “career guidance team” section on the school website</p> <p>2.2.5 Organizing school-wide competition with theme related to CLP</p> <p>2.3 To provide students and parents sufficient information on CLP</p> <p>2.3.1 JUPAS programme choice booklet for S.6 students</p> <p>2.3.2 JUPAS talks for S. 6 students,</p> <p>2.3.3 Overseas study talk for S. 6 students and parents</p> <p>2.3.4 S.4 Streaming Talk for S.3</p> <p>2.3.5 Career talk for S.3 students after Final Exam</p> <p>2.3.6 Related news and promotion of CLP activities would be sent to</p>	<p>careers guidance team</p> <ul style="list-style-type: none"> ● At least 50% of students and parents agree that it is easy for them to access CLP-related information from teachers, counselor, classmates and school website ● At least 60% of students reflect that they agree the information is useful and can assist them to make informed career choices 			<p>網絡), HKIE (香港工程師學會), St. James' Settlement (聖雅各福群會), HKTDA (香港教師戲劇會), Hong Kong Bar Association (香港大律師公會)</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	People responsible	Resources required
	<p>students and teachers through email</p> <p>2.3.7 CLP-related information is released and placed on the board and bookshelf at the area outside meeting room 2,</p> <p>2.3.8 Useful websites and information to be post on school website under the "career guidance team" section</p> <p>2.4 To encourage students to actively participate in career-related activities to gain first-hand experience</p> <p>2.4.1 "Career Live" programme for S.5 students to experience different kinds of jobs</p> <p>2.4.2 High Court Visit organized by Hong Kong Bar Association</p> <p>2.4.3 "One-day Engineer" activity organized by HKIE</p> <p>2.4.4 SJCOPA Mentorship Programme co-organized with SJCOPA</p> <p>2.5 To foster students' mutual support on CLP</p> <p>2.5.1 S.4, 5 & 6 Students are encouraged to visit local universities during open day of universities</p>				
3 To raise students' awareness of the importance of life-long career development planning	<p>3.1 To assist students to make their individual career plan by adopting a holistic approach</p> <p>3.1.1 Discussions with related parties the feasibility and details of group / individual career counseling service for students</p> <p>3.2 To prepare students well for career planning and pursuing career goals</p> <p>3.2.1 A collaboration programme with Counseling team --- Training</p>	<ul style="list-style-type: none"> ● Experimental group / individual career counseling service / session can start to be provided in the 2nd term ● 10% increase in number of students participate in CLP-related activities, compared to similar activities in 2013/2014 ● Collaboration and 	<ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from parents ● APASO 	<ul style="list-style-type: none"> ● Career guidance team (including CLP counselor) ● Survey team ● Form teachers ● Counseling team 	<ul style="list-style-type: none"> ● CLP Grant ● Support from external organization, e.g. HKACMGM (香港輔導教師協會) ● CLP services from HKFYG-YEN (香港青年

Targets	Strategies	Success Criteria	Methods of Evaluation	People responsible	Resources required
	<p>programme for students with low motivation on learning and career-pursuit</p> <p>3.2.2 A CLP drama for S.1 & 2 students, to let students realize the importance of career planning</p> <p>3.2.3 A CLP talk for S.1 students, raising students' awareness on career planning</p> <p>3.2.4 A CLP talk for S.2 students, equipping students skills on time management</p> <p>3.2.5 A CLP talk for S.4 & 5 students, equipping students' knowledge and skills on career planning</p> <p>3.2.6 A tailor-made CLP group for SEN students, assisting them to identify their career goals</p> <p>3.3 To solicit support for students on CLP by fostering relationships with parents, other stakeholders and the community</p> <p>3.3.1 Encourage students to participate in JA workshops / Business School Partnership Program, to have better understanding and network with business organizations in the community</p>	<p>relationship with NGOs and/or business organization are strengthened</p> <ul style="list-style-type: none"> ● At least 50% of teachers agree that their students have clearer career goals / plans, compared to previous years ● At least 50% of students agree that they have clearer career goals / plans, compared to previous years ● At least 50% of parents agree that their children have clearer career goals / plans, compared to previous years 			<p>協會-青年就業網絡), HKTDA (香港教師戲劇會), Junior Achievement Hong Kong (JA)</p>

V. Proposed Budget

Proposed Budget for Career and Life Planning Grant (2014-2015)

Income:

Grant from EDB		494,340
----------------	--	---------

Expenditure:

Salary for Career and Life Planner Counselor	221,000	
Transportation Allowance in Career Programmes	23,000	
Talks & Workshops	85,000	
Prizes for Interclass Careers Competitions	6,000	
Reference Books & Materials (including teaching aids, teaching packages, etc.)	40,000	
Miscellaneous (e.g. water, materials for career activities, etc.)	<u>20,000</u>	<u>395,000</u>
Expected Surplus		<u>99,340</u>

Appendix

Summary of Career and Life Planning Activities / Strategies in 2014/15

Month	Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Remarks
Throughout the year	Survey to be conducted after CLP talks of NGOs	✓	✓	✓	✓	✓	✓	✓	
	Data to be collected through Students Support Scheme	✓	✓					✓	Career goals and plans of S.1 & S.2 students
	Students will be encouraged to consult their form teachers, subject teachers and members of careers guidance team on CLP-related issues	✓	✓	✓	✓	✓	✓		Teachers are welcomed to refer any related cases to members of careers guidance team
	Optimizing the “career guidance team” section on the school website	✓	✓	✓	✓	✓	✓	✓	
	Related news and promotion of CLP activities would be sent to students and teachers through email	✓	✓	✓	✓	✓	✓	✓	If necessary, information and news would be announced by members of career guidance team during form teacher session
	CLP-related information is released and placed on the board and bookshelf at the area outside	✓	✓	✓	✓	✓	✓		CLP-related information (esp. booklets, posters, leaflets, etc.)

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Remarks
		meeting room 2								
		Useful websites and information to be post on school website under the “career guidance team” section	✓	✓	✓	✓	✓	✓	✓	
		Encourage students to participate in JA workshops / Business School Partnership Program	✓	✓	✓	✓	✓	✓		To let students have better understanding and network with business organizations in the community
Sept.	Till Feb 2015	Review (if necessary, enrich and modify) the services and activities provided and organized by careers guidance team	✓	✓	✓	✓	✓	✓	✓	
	Till Feb 2015	Review (if necessary, modify and/or combine) the career-related services provided by other parties in school	✓	✓	✓	✓	✓	✓	✓	
	Till Nov.	A collaboration programme with Counseling team --- Training programme for students with low motivation on learning and career-pursuit (i.e. repeaters & conditional promotion students),	✓	✓	✓	✓	✓	✓		Assisting students to strengthen their self-confidence and identify their career goals

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Remarks
	Mid-Sept.	JUPAS talk 1 for S. 6 students						✓		Assisting students in JUPAS application, choice of local universities and programs
	Mid-Sept.	Overseas study talk for S. 6 students and parents						✓		
	Late-Sept.	CLP talk for S.1 students	✓							Organized by HKFYG-YEN, raising students' awareness on career planning
Oct.	Till Nov.	S.4, 5 & 6 Students are encouraged to visit local universities during open day of universities together					✓	✓	✓	To get first-hand and updated information of tertiary education, and share their findings with classmates
	Till Feb 2015	Survey and discussions to be conducted with subject panels							✓	
	Till Feb 2015	Survey and discussions to be conducted with TIC of OLE, SEN team and related parties							✓	
	Early-Oct.	JUPAS programme choice booklet for S.6 students						✓		
	3 Oct.	A CLP talk for S.4 & 5 students				✓	✓			Organized by HKFYG-YEN, equipping students' knowledge and skills on career planning
	24 Oct.	A workshop for teachers to understand what CLP is and what their roles are in CLP							✓	Presented by Career and Life Planning Counselor

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Remarks
	31 Oct.	JUPAS talk 2 for S. 6 students						✓		Assisting students in JUPAS application, choice of local universities and programs
Nov.	Throughout Nov.	Through class periods, public announcements by teachers, etc., students will strongly be encouraged to make good use of the CLP-related resources	✓	✓	✓	✓	✓	✓		CLP-related resources (e.g. latest career-related news, overseas study booklets, scholarship's leaflets, etc.) placed on the career notice board and bookshelf at the area outside meeting room 2
	3 Nov.	"One-day Engineer" activity					✓	✓		Organized by HKIE, let students experience daily work of an engineer
	Mid-Nov.	S.4 Streaming Talk for S.3			✓					Assisting S3 students to understand the NSS curriculum
	Late-Nov.	JUPAS talk 3 for S. 6 students						✓		Equipping students interview skills
	26 Nov.	"Career Live" programme for S.5 students					✓			To experience different kinds of jobs, organized by St. James' Settlement---Career Sparkle
Dec.	2 Dec.	Assisting S.6 students on meeting the deadline of JUPAS programmes choice submission						✓		
Jan.	Till Feb 2015	Discussions with form teachers of senior forms				✓	✓	✓		To collect career-related data of senior forms students
	Till Feb 2015	Discussions with related parties the feasibility and details of group /	✓	✓	✓	✓	✓	✓	✓	

Month	Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Remarks
	individual career counseling service for students								
Till Apr. 2015	Discussions with form teachers and related parties of specific students (i.e. non-Chinese speaking students, gifted students, SEN students, conditional promotion students, and repeaters)	✓	✓	✓	✓	✓	✓	✓	To collect career-related data of specific students; Suitable programmes to be recommended, and advice to be given to the students if necessary
19 Jan.	A CLP drama for S.1 & 2 students organized by HKTDA, to let students realize the importance of career planning	✓	✓						
28 Jan.	High Court Visit organized by Hong Kong Bar Association				✓	✓			To let student have more understanding on HK legal system and jobs in law field
2 nd term	Pending							✓	
	Pending	✓	✓	✓	✓	✓	✓		e.g. Chinese Language composition writing competition / debate competition

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Remarks
Feb.	Till Apr. 2015	A tailor-made CLP group for SEN students	✓	✓	✓	✓	✓	✓		Assisting SEN students to identify their career goals and learn from successful cases in society
Mar.	Early-Mar.	Discussions with related parties on the submission of School Reference Report to the JUPAS system						✓	✓	
Apr.	27 Apr.	A CLP talk for S.2 students		✓						Organized by HKFYG-YEN, equipping students skills on time management
May	Mid-May.	JUPAS talk 4 for S. 6 students						✓		Assisting students in making career choice
Jun.	Pending	Career talk for S.3 students after Final Exam			✓					To clarify any doubts on selection of elective subjects
	Till Aug. 2015	SJCOBA Mentorship Programme co-organized with SJCOBA						✓		To let students have first-hand job experience and exposure
Jul.	Mid-Jul.	Supporting services for S.6 students during the release of HKDSE results						✓		
Aug.	Early-Aug.	JUPAS talk 5 for S. 6 students						✓		Assisting students in making career choice
	Mid-Aug.	Supporting services for S.6 students during the release of JUPAS results						✓		

