



St. Joseph's College
Career and Life Planning Education
Annual Plan
2015-2016



St. Joseph's College

Career and Life Planning Education Annual Plan 2015-16

I. SWOT Analysis

A. Strengths

- Students in senior forms are relatively keen on careers planning and guidance.
- Most parents are well-educated and financially sound. The PTA and parents are also supportive.
- Parents and students are aware of the need for careers experience exposure.
- With over 140 years of history, SJC has a lot of alumni who are very successful and outstanding in various professions, who can provide students with mentoring and assistance for further education and career opportunities. SJC alumni are enthusiastic and the Old Boy Association work closely with the school. Projects like the Mentorship Program organized by the OBA are expanding both in terms of number of mentors and 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.

- The school has been selected as one of the five network schools of the Career and Life Adventure Planning (CLAP) for Youth Project, which is initiated by the Hong Kong Jockey Club Charities Trust, and co-organized with the Chinese University of Hong Kong and the Hong Kong Baptist University. The school could provide quality career and life planning services and programmes with the assistance of the school-based team of the CLAP project.

B. Weaknesses

- Almost all of our students will eventually pursue post-secondary education in local or overseas educational institutions. Some of the students and parents overlooked the importance of preparing and equipping students with appropriate work values and attitude during their secondary education.
- Students often over-estimate their readiness for work life 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 their children's further education and career planning. This might affect students' personal development and individual fulfilment of aspirations.
- 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 overlooked other aspects of their school life.

C. Opportunities

- The New Senior Secondary Curriculum includes Career-related Experiences as part of the Other Learning Experiences. Careers guidance / further education material could be incorporated into 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 in 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 who would like to further their studies in the UK. Students need new strategies for careers / further education guidance under the education reform.
- The new career and life planning education exerts great pressure on the members of Careers Team and form teachers. Teachers are required to attend structured training on life planning education 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.

III. Action Plan (2015-2016)

Major Concern 2: Providing effective career guidance and life planning education (CLP) to foster students' ability and capacity in pursuing their life goals and enhancing their life-long development

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
1 To develop a comprehensive and systemic Career and Life Planning Education framework and policy	1.1 Set up a Career and Life Planning Committee (with members from careers guidance, counseling, MCE, discipline teams, representatives of OBA, PTA, and other related parties) responsible for the overall career and life planning issues. 1.2 Identify the needs of students and the school's focus and review and formulate the Career and Life Planning policy by. 1.3 Review the school curriculum to ensure that CLP elements are adequately incorporated.	<ul style="list-style-type: none"> ● The Career and Life Planning Committee is well-developed with the roles and responsibilities of all functional teams are clearly defined. ● Career and Life Planning policy is well-formulated. ● All subject panels are motivated and start to integrate CLP elements into the curriculum. ● CLP elements are integrated into 14 subjects. (2/3 of all 20 subjects) ● Positive feedback from 60% students. (e.g. agree that CLP elements are incorporated in subjects) ● Positive feedback from 60% teachers. (e.g. agree that CLP elements are incorporated in subjects) 	<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"> ● Sept. – Oct. 2015 ● Sept. – Oct. 2015 ● Sept. 2015 – May 2016 	<ul style="list-style-type: none"> ● Career and Life Planning Committee members ● Careers guidance team members ● Survey team ● Subject panels ● School-based Team of CLAP Project sponsored by the HK Jockey Club 	<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), experts from the Career and Life Adventure Planning (CLAP) for Youth Project

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
<p>2 To assist students to make wise and informed career decisions with reference to their interests, abilities and orientations.</p>	<p>2.1 Enrich the content and expand the scope of CLP-related services and activities by adopting the whole school approach, thereby broaden students' horizons and enhance their skills and awareness of CLP.</p> <p>2.1.1 Cooperate with the Counseling Team, "Goal Setting Project" for S.3 students with low motivation in learning and career-pursuit to enable students to have a clear mind in setting goals, choosing subjects and formulating their career paths in the future.</p> <p>2.1.2 Cooperate with the Counseling Team to provide workshops and talk for students on related themes (e.g. emotional management skill, stress management, study skill etc.)</p> <p>2.1.3 A CLP Talks (cooperated with HK Jockey Club CLAP Project) for students in all forms to raise students' awareness on career planning.</p> <p>2.1.4 To set up the "Career Guidance Team" (formed by students). Students experience the process of programme planning and organizing.</p> <p>2.1.5 "Careers Month / Highlight", a whole-school campaign to raise students' awareness and boost their understanding in CLP through different kinds of</p>	<ul style="list-style-type: none"> ● Positive feedback from 60% students (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related information from teachers, counselor, and school website, etc.) ● Positive feedback from 60% teachers (e.g. agree that it is easy for them to access career information and related assistance from the school) ● Positive feedback from 60% parents (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related information from school etc.) ● 100% teachers attend workshops related to CLP ● Over 60% of teachers finish fundamental professional training on CLP provided by the CLAP Project sponsored by HK Jockey Club 	<ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from parents ● APASO 	<ul style="list-style-type: none"> ● Sept. 2015–Jul. 2016 ● Sept. 2015–Jul. 2016 ● Sept. 2015 – Jul. 2016 ● Sept. 2015 ● Oct. – Nov. 2015 	<ul style="list-style-type: none"> ● Career and Life Planning Committee members ● Careers guidance team members ● Counseling Team members ● MCE Team members ● Form teachers ● IT technicians ● School-based Team of CLAP Project sponsored by the HK Jockey Club 	<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), experts from the Career and Life Adventure Planning (CLAP) for Youth Project

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>activities related to CLP, e.g. talks, exhibition, inter-class competitions, etc.</p> <p>2.2 Devise school curriculum and activities/programmes to cultivate and enhance students' awareness of proper work attitude, values and ethics</p> <p>2.2.1 Cooperate with the MCE Team to organize MCE lessons, talks and activities for S.1 - 6 students on related topics (e.g. Responsibility, Aspiration, Perseverance, humbleness, respect, career exploration, etc.)</p> <p>2.3 Provide students and parents with sufficient information of CLP (e.g. setting up a data bank for students to obtain relevant information)</p> <p>2.3.1 To cooperate with professionals of the CLAP Project sponsored by the HK Jockey Club, to introduce a data bank or E-platform in which students and parents can find useful information related to CLP</p> <p>2.3.2 Overseas Studies Talk for students and parents</p> <p>2.3.3 University Visit Booklet are issued for S.5 students who are encouraged to visit local universities during open days</p> <p>2.3.4 JUPAS Talks for S.6 students</p>			<ul style="list-style-type: none"> ● Sept. 2015 – May 2016 ● Sept. 2015– Aug. 2016 ● Sept. 2015 ● Sept. 2015 ● Sept. 2015 		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>on relevant topics, (e.g. discussing the arrangements for applications to universities under the NSS curriculum, sharing on different JUPAS programmes in local universities, interview skills, latest information on degree and sub-degree programmes of various institutes in HK, etc.)</p> <p>2.3.5 S.5 - JUPAS Talk, introducing students about JUPAS programmes</p> <p>2.3.6 S.3 NSS Talk I for students and parents, assisting them to choose elective subjects offered by the school</p> <p>2.3.7 S.3 NSS Talk II on S.4 streaming</p> <p>2.4 Assist student on their individual career planning by adopting a holistic approach.</p> <p>2.4.1 Career Counseling Service (individual & group), assisting students to make wise career choices and make individual career plan</p> <p>2.4.2 To cooperate with the HK Jockey Club CLAP Project and related parties to organize CLP programmes/services for students with special needs (e.g. SEN, gifted, NCS students, etc.)</p> <p>2.4.3 To set up and decorate a Career</p>			<p>– Jul. 2016</p> <p>● May 2016</p> <p>● Nov. 2015</p> <p>● Jul. 2016</p> <p>● Sept. 2015–Aug. 2016</p> <p>● Sept. 2015–Aug. 2016</p> <p>● Sept. 2015–</p>		

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>and Life Planning Room (for career counseling service)</p> <p>2.4.4 Books or journals related to CLP would be purchased for students to borrow in library and in the CLP Room</p> <p>2.5 Provide continuous professional training and development programmes on CLP for teachers to acquire related skills and knowledge.</p>			<p>Aug. 2016</p> <ul style="list-style-type: none"> ● Sept. 2015–Aug. 2016 ● Sept. 2015–Aug. 2016 		
<p>3 To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development.</p>	<p>3.1 Strengthen the collaboration with parents through different means to solicit family support on students of CLP.</p> <p>3.1.1 Sharing sessions for parents giving feedback to the school.</p> <p>3.1.2 Parent's talk/workshop on assisting students to make wise career choices.</p> <p>3.2 Foster the cooperation with alumni through various means in order to secure and expand the network of students for their future career.</p> <p>3.2.1 Mentorship Programme co-organized with SJCOPA and/or business partner recommended by the CLAP Project</p> <p>3.2.2 Inviting old boys to share their experience and career path to students (talk/workshop/fair day)</p>	<ul style="list-style-type: none"> ● Collaboration and relationship with parents, alumni and organizations in the community are strengthened ● Positive feedback from 60% students (e.g. agree that the joint programmes motivate them to plan their future career) ● Positive feedback from 60% parents (e.g. agree that they will support and assist their sons to make wise career choices) ● Positive feedback from 60% mentors (old boys) (e.g. agree that students are willing to learn and experience) 	<ul style="list-style-type: none"> ● Students' survey ● Teachers' survey ● Feedback from students and parents ● Feedback from SJCOPA ● APASO 	<ul style="list-style-type: none"> ● Oct. – Dec. 2015 ● Mar. – Apr. 2016 ● Oct. 2015 – Aug. 2016 ● Oct. 2015 – Apr. 2016 	<ul style="list-style-type: none"> ● Career and Life Planning Committee members ● Careers guidance team members ● TIC of OLE and Service-Learning SJCOPA ● School-based Team of CLAP Project sponsored by the HK Jockey Club 	<ul style="list-style-type: none"> ● CLP Grant ● Resources and support from stakeholders, e.g. parents (PTA), old boys (OBA) ● Support from external organizations, e.g. Education Bureau, experts from the Career and Life Adventure Planning (CLAP) for Youth Project, St. James' Settlement

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>3.3 Encourage students to participate in career exploration and exposure programmes organized by the school and external organizations to gain first-hand experience, as well as to develop their career aspirations.</p> <p>3.3.1 "Career Live" programme for S.5 students to experience different kinds of jobs.</p> <p>3.3.2 "SJC Tour" (Service-Learning) Programme, cooperating with various parties (e.g. SU, discipline team, etc.) and recruiting students to be ambassadors (tour guides) and helpers. After training, students would organize tours in SJC for outsiders in the community.</p>			<ul style="list-style-type: none"> ● Nov. 2015 ● Sept. 2015–Jul. 2016 		

IV. Proposed Budget

Proposed Budget for Career and Life Planning Grant (2015-2016)

Income:

Surplus from 2014-2015	99,340	
Grant from EDB	<u>494,340</u>	<u>593,680</u>

Expenditure:

Salary for Career and Life Planner Counselor	245,000	
Salary for one CM Teacher	323,000	
Allowance for Students, Guest Speakers, Miscellaneous (e.g. Transportation fees, Printing Fees, Student helpers, water, etc.)	10,000	
CLP Programme (i.e. joint-programme with Counseling Team)	<u>13,000</u>	<u>591,000</u>
Expected Surplus		<u>2,680</u>

Appendix

Summary of Career and Life Planning Activities / Strategies in 2015/16

Month	Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Parents	Remarks
Throughout the year	To review the school curriculum to ensure that CLP elements are adequately incorporated							✓		
	“Study Skill Group” organized by the Counseling Team for S.2 conditional promoted students and repeaters		✓							Evaluating and teach students different study methods. (Cooperate with Counseling Team)
	“Goal Setting Project” for S3 students with low motivation in learning and career-pursuit			✓						To enable students to have a clear mind in setting goals, choosing subjects and formulating their career paths in the future. (Cooperate with Counseling Team)
	CLP Talk for students in each form	✓	✓	✓	✓	✓	✓			Cooperate with the School-based team of the CLAP Project sponsored by the HK Jockey Club
	To introduce a data bank or E-platform in which students and parents can find useful information related to CLP	✓	✓	✓	✓	✓	✓	✓	✓	Cooperate with professionals of the CLAP Project sponsored by the HK Jockey Club

Month	Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Parents	Remarks
	Career Counseling Service (individual & group)	✓	✓	✓	✓	✓	✓			Assisting students to make wise career choices and make individual career plan
	Books or journals related to CLP would be purchased for students to borrow in library and in the CLP Room	✓	✓	✓	✓	✓	✓	✓		
	To organize CLP programmes/services for students with special needs (e.g. SEN, gifted, NCS students, etc.)									Cooperate with the HK Jockey Club CLAP Project and related parties
	To provide continuous professional training and development programmes on CLP for teachers to attain related skills and knowledge							✓		
	Sharing sessions for parents giving feedback to the school.								✓	
	Parent's talk/workshop on assisting students to make wise career choices	✓	✓	✓	✓	✓	✓		✓	
	Mentorship Programme co-organized with SJCOBA and/or business partner recommended	✓	✓	✓	✓	✓	✓			

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Parents	Remarks
		by the CLAP Project									
		Inviting old boys to share their experience and career path to students (talk/workshop/fair day)	✓	✓	✓	✓	✓	✓	✓	✓	
		“SJC Tour” (Service-Learning) Programme	✓	✓	✓	✓	✓	✓	✓		Cooperating with various parties (e.g. SU, discipline team, etc.) and recruiting students to be ambassadors (tour guides) and helpers. After training, students would organize tours in SJC for outsiders in the community.
Pending		Emotional Management Skill Workshops for S.1 students	✓								To cultivate a positive attitude for students when facing emotional needs. (Cooperate with Counseling Team)
		Talk on Stress Management for S.5 students					✓				To cultivate a positive attitude for students when facing adversity and stress. (Cooperate with Counseling Team)
Sept.	-	To set up a Career and Life Planning Committee						✓			
	-	To formulate and review the Career and Life Planning policy						✓			

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Parents	Remarks
	-	To set up the “Career Guidance Team” (formed by students).				✓	✓				Students experience the process of programme planning and organizing.
	-	To set up and decorate a Career and Life Planning Room	✓	✓	✓	✓	✓	✓	✓		
	-	Overseas Studies Talk for students and parents	✓	✓	✓	✓	✓	✓		✓	
	-	University Visit Booklet are issued for S.5 students					✓				Students are encouraged to visit local universities during open days
	-	S.6 -JUPAS Talk I						✓			Discuss the new arrangements for applications to universities under the NSS curriculum
Oct.	Till Nov.	“Careers Month / Highlight”, a whole-school campaign to raise students’ awareness and boost their understanding in CLP through different kinds of activities related to CLP	✓	✓	✓	✓	✓	✓	✓		Including talks, exhibition, inter-class competitions, etc.
	Till Apr.	MCE lesson for S.3 students on understanding different occupations			✓						
	-	A MCE talk for S.3, S.4 and S.5 students on School life in SJC			✓	✓	✓				Old boys’ sharing of career related issue. (Cooperate with the MCE Team)

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Parents	Remarks
	-	S.6 - JUPAS Talk II						✓			Inviting alumni studying in different programmes in local universities to share their opinions and feelings.
Nov.	Till May	MCE sessions for S.1 & 2 students	✓	✓							成長新動力 (e.g. Responsibility, Aspiration, Perseverance, humbleness, respect, etc.) (Cooperate with the MCE Team)
	-	A MCE talk for S.1 students on Aerospace of China: Being Astronaut	✓								
	-	A MCE talk for S.3 students on Exploration of North and South Poles			✓						Being a science explorer / scientist. (Cooperate with the MCE Team)
	-	S.3 NSS Talk for students and parents			✓					✓	Assisting them to choose elective subjects offered by the school
	-	S.6 - JUPAS Talk III						✓			Equipping students' interview skills
	-	"Career Live" programme for S.5 students					✓				To experience different kinds of jobs
Feb.	-	MCE lesson for S.4 students with videos about career searching				✓					

Month		Activity / Strategies	S.1	S.2	S.3	S.4	S.5	S.6	Teachers	Parents	Remarks
Mar.	-	A MCE talk for S.2 students on Green life and Power Smart		✓							Related to sense of global citizenship and voluntary work. (Cooperate with the MCE Team)
	-	MCE ICAC Drama for S.4 students on honesty and sense of anti-corruption				✓					(Cooperate with the MCE Team)
	-	MCE talk for S.5 students on career sharing by professionals					✓				(Cooperate with the MCE Team)
May	-	S.6 - JUPAS Talk IV						✓			Equipping student latest information on degree and sub-degree programmes of various institutes in Hong Kong
	-	S.5 - JUPAS Talk					✓				Introducing students about JUPAS programmes
Jul.	-	S.3 NSS Talk II on S.4 streaming			✓						
		S.6 - JUPAS Talk V						✓			Preparing students on releasing of HKDSE results