



**St. Joseph's College**  
**Career and Life Planning Education**  
**Annual Plan**  
**2018-2019**



## St. Joseph's College

### Career and Life Planning Education Annual Plan 2018-19

#### **I. SWOT Analysis**

##### ● **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 Boys' 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 full-time CLP counselor and a teacher 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.
- The Careers Team has accumulated certain experience in career counseling. Teachers have built rapport with students.

#### **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.
- 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) 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 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 (2018-2019)

**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 Responsibilities and roles of teams have been well-defined. Teachers and related parties will continue execute their duties on career and life planning issues. 1.2 Regularly identify the needs of students and the school's focus, and review and formulate the Career and Life Planning policy. 1.3 Further refine the school curriculum and learning activities to ensure that CLP elements are adequately incorporated.	<ul style="list-style-type: none"> <li>● The Career and Life Planning Committee is well-developed with the roles and responsibilities of all functional teams clearly defined.</li> <li>● Career and Life Planning policy is well-formulated.</li> <li>● All subject panels are motivated to integrate CLP elements into the curriculum.</li> <li>● CLP elements are integrated into all the subjects.</li> <li>● Positive feedback from 65% students.</li> <li>● Positive feedback from 65% teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Students' survey</li> <li>● Teachers' survey</li> <li>● Feedback from form teachers</li> <li>● Review of documents of Student Support Scheme</li> <li>● Review of meeting documents</li> </ul>	<ul style="list-style-type: none"> <li>● Sept.2018–Aug.2019</li> <li>● Sept.2018–Aug.2019</li> <li>● Sept.2018–June 2019</li> </ul>	<ul style="list-style-type: none"> <li>● Career and Life Planning Committee members</li> <li>● Careers guidance team members</li> <li>● Survey team</li> <li>● Subject panels</li> </ul>	<ul style="list-style-type: none"> <li>● CLP Grant</li> <li>● Resources and data from external organizations, e.g. Education Bureau, HKACMGM (香港輔導教師協會), experts from NGOs</li> </ul>
2 To assist students to make wise and informed career decisions with	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	<ul style="list-style-type: none"> <li>● Positive feedback from 65% students.</li> <li>● Positive feedback from 65% teachers (e.g. agree that it is easy for them to</li> </ul>	<ul style="list-style-type: none"> <li>● Students' survey</li> <li>● Teachers' survey</li> <li>● Feedback</li> </ul>		<ul style="list-style-type: none"> <li>● Career and Life Planning Committee members</li> </ul>	<ul style="list-style-type: none"> <li>● CLP Grant</li> <li>● Resources and data from external organizations,</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
reference to their interests, abilities and orientations	<p>skills and awareness of CLP.</p> <p>2.1.1 Cooperate with the Counseling Team to provide workshops and talk for students on related themes (e.g. stress management skill etc.).</p> <p>2.1.2 CLP Talks for students to raise students' awareness on career planning.</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, respect, career exploration, etc.).</p> <p>2.3 Provide students and parents with sufficient information of CLP.</p> <p>2.3.1 To make use of the E-platform run by CLAP for Youth@JC Project, 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 Booklets 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>	<p>access career information and related assistance from the school).</p> <ul style="list-style-type: none"> <li>Positive feedback from 65% parents (e.g. agree that adequate and suitable career information and programmes are provided; they can access CLP-related information from school etc.).</li> </ul>	<ul style="list-style-type: none"> <li>from parents</li> <li>APASO</li> </ul>	<ul style="list-style-type: none"> <li>Sept.2018–Jul.2019</li> <li>Sept. 2018–May 2019</li> <li>Sept.2018–May.2019</li> <li>Sept.2018–Aug.2019</li> <li>Sept.2018</li> <li>Sept.2018</li> <li>Sept.2018</li> </ul>	<ul style="list-style-type: none"> <li>Careers guidance team members</li> <li>Counseling Team members</li> <li>MCE Team members</li> <li>Form teachers</li> </ul>	<p>e.g. Education Bureau, HKACMGM (香港輔導教師協會), experts from NGOs</p>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>on relevant topics.</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>2.3.8 S.3 Soci-Game (模擬選科活動) for students to experience the process of streaming and have a taste on S.4 school life.</p> <p>2.3.9 Cooperate with ARCH Education, to organize careers talks and workshops for local and overseas study, for parents and students.</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 &amp; group), assisting students to make wise career choices and make individual career plan.</p> <p>2.4.2 Students would be encouraged to finish the online career assessment tests (on E-portal of CLAP Project). For S.5 &amp; 6, result data would be discussed in career counseling sessions.</p> <p>2.4.3 To cooperate with related party to check if there are any</p>			<ul style="list-style-type: none"> <li>● May.2018</li> <li>● Nov.2018</li> <li>● Jul.2019</li> <li>● Jan.2019</li> <li>● Sept.2018–Aug.2019</li> <li>● Sept.2018–Aug.2019</li> <li>● Sept.2018–Aug.2019</li> <li>● Sept.2018–Aug.2019</li> </ul>		



Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>appropriate career-related programmes/services in the community for students with special needs (e.g. SEN, gifted, NCS students, etc.).</p> <p>2.4.4 To maintain the Career and Life Planning Room (for career counseling service).</p> <p>2.4.5 Equipment and materials for CLP activities would be purchased, if needed.</p> <p>2.5 Provide continuous professional training and development programmes on CLP for teachers to acquire related skills and knowledge.</p>			<ul style="list-style-type: none"> <li>● Sept.2018–Aug.2019</li> <li>● Sept.2018–Aug.2019</li> <li>● Sept.2018</li> </ul>		
3 To strengthen students' relationships with parents, alumni, other stakeholders in the community to enhance their life-long development	<p>3.1 Strengthen the collaboration with parents through different means to solicit family support on students of CLP.</p> <p>3.1.1 Educational talk/workshop for parents on assisting students to make wise career choices (collaboration with PTA/OBA).</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.</p> <p>3.2.2 Inviting old boys to share their experience and career path to students.</p>	<ul style="list-style-type: none"> <li>● Collaboration and relationship with parents, alumni and organizations in the community are strengthened.</li> <li>● Positive feedback from 65% students (e.g. agree that the joint programmes motivate them to plan their future career)</li> <li>● Positive feedback from 65% parents (e.g. agree that they will support and assist their sons to make wise career choices)</li> <li>● Positive feedback from 65% mentors (old boys) (e.g. agree that students</li> </ul>	<ul style="list-style-type: none"> <li>● Students' survey</li> <li>● Teachers' survey</li> <li>● Feedback from students and parents</li> <li>● Feedback from SJCOPA</li> <li>● APASO</li> </ul>	<ul style="list-style-type: none"> <li>● Oct. 2018</li> <li>● Oct.2018–Aug.2019</li> <li>● Oct.2018–Apr.2019</li> </ul>	<ul style="list-style-type: none"> <li>● Career and Life Planning Committee members</li> <li>● Careers guidance team members</li> <li>● TIC of OLE and Service-Learning</li> <li>● SJCOPA</li> </ul>	<ul style="list-style-type: none"> <li>● CLP Grant</li> <li>● Resources and support from stakeholders, e.g. parents (PTA), old boys (OBA)</li> <li>● Support from external organizations, e.g. Education Bureau, experts from NGOs, St. James' Settlement</li> </ul>

Targets	Strategies	Success Criteria	Methods of Evaluation	Time Scale	People responsible	Resources required
	<p>3.2.3 SJCOBA Overseas University Fair to be re-organized on a biyearly basis.</p> <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 Encourage students to participate in career exposure programmes co-organized by the School and external organization (e.g. ARCH Education, HKFWS, etc.).</p>	<p>are willing to learn and experience)</p>		<ul style="list-style-type: none"> <li>● Jun. 2019</li>   <li>● Sept.2018–Jul.2019</li> </ul>		

#### IV. Proposed Budget

##### Proposed Budget for Careers Guidance Team (2018-2019)

Stationery		400
Reference books		100
Provision for career talks, student helpers and seminars		<u>1,500</u>
		<u>2,000</u>

##### Proposed Budget for Career and Life Planning Grant (2018-2019)

###### Income:

Deficit from 2017-2018	(65,767.3)	
Grant from EDB	<u>609,900</u>	544,132.7

###### Expenditure:

Salary for Career and Life Planner Counselor	360,000	
Salary for one CM Teacher (partial)	373,000	
Expenses on Programme Materials & Miscellaneous (e.g. Programme materials and souvenirs for students and guest speakers, etc.)	5,000	
CLP Programmes <sup>(1)</sup>	<u>5,000</u>	<u>743,000</u>
<b>Deficit</b>		<u>(198,867.3)</u>

Remark (1): CLP Programmes

Career Counseling Programmes (For S5 & 6 students)	1,000	
Joint-programme with other functional teams (for junior & senior students)	2,000	
Career Exposure Programmes (for junior & senior students)	<u>2,000</u>	Total: <u>5,000</u>

## V. Careers Team --- Team Chart

