



St. Joseph's College
Career and Life Planning Education
Development Plan
2014/15 - 2017/18



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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. Development Plan (2014-2018)

(Note: It is the exploration period of career and life planning (CLP) education in 2014-2015 school year. Various approaches would be experimented, and related testing programmes would be tried out. In 2015-2018 school years, career and life planning education would 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 may be reviewed and renewed.)

Targets	Time Scale				Strategies
	14/15	15/16	16/17	17/18	
1. To incorporate career and life planning education into school curriculum and activities	✓	✓ (review)			1.1 To identify the needs and career plans of students through regular career-related surveys
	✓	✓ (review)			1.2 To review the school curriculum (i.e. subject syllabi) in which CLP elements can be incorporated
	✓	✓ (review)			1.3 To review other learning activities/programmes (e.g. OLE programmes, ECA, etc.) into which CLP elements can be integrated
	✓	✓	✓	✓	1.4 To provide continuous professional training and development programmes on CLP for teachers to attain related skills and

					knowledge
2. To assist students to make wise and informed career decisions with reference to students' interests, abilities and orientations	✓	✓	✓	✓	2.1 To enrich the content and expand the scope of existing career-related services and activities by adopting the whole school approach
	✓	✓	✓	✓	2.2 To provide a school environment for students to explore CLP
	✓	✓	✓	✓	2.3 To provide students and parents with sufficient information on CLP
	✓	✓	✓	✓	2.4 To encourage students to actively participate in career-related activities to gain first-hand experience
	✓	✓	✓	✓	2.5 To foster students' mutual support on CLP
3. To raise students' awareness of the importance of life-long career development planning	✓	✓	✓	✓	3.1 To assist students to make their individual career plan by adopting a holistic approach
	✓	✓	✓	✓	3.2 To prepare students well for career planning and pursuing career goals
	✓	✓	✓	✓	3.3 To solicit support for students on CLP by fostering relationships with parents, other stakeholders and the community

V. Team members

Ms. Susanna Kwan (Careers Mistress)

Mr. Christopher Lo

Mr. YL Chung

Ms. Dawn Chau

Mr. Henry Law (Career and Life Planning Counselor)

VI. Proposed Budget for Career and Life Planning Grant (2014-2018)

Income	Approximate percentage
Career and Life Planning Grant	\$494,340 (in 2014-2015) (will be revised annually in line with the adjustment to the mid-point salary of the Graduate Master pay scale by the Government)
Expenditure	
Salary for Career and Life Planner Counselor	45% (may increase gradually over 4 years)
Talks & Workshops (from NGOs)	16% (may reduce gradually over 4 years)
Reference Books & Materials (including teaching aids, teaching packages, etc.)	8% (may reduce gradually over 4 years)
Prizes for CLP related activities	5%
Transportation Fees for Students	5%
Transportation Allowance for Staff	1%
Allowance for Student Helpers	1%
Printing fees (e.g. JUPAS Booklets, Questionnaires, Notices, etc.)	5%
Miscellaneous (e.g. water, materials required, etc.)	4%-14%
Balance c/f	0-10%
(*Potential Clawback by the Government)	*According to Government's regulation, school is allowed to retain the unspent balance of the CLP Grant up to 20% of the total provision disbursed for each year and to carry it forward for use in the next school year. EDB will claw back any amount in excess of the said cap based on schools' annual audited accounts.
Total	100%