

**Pope Paul VI College**  
**Evaluation Report of Life Planning Education and Career Guidance Service**  
**(2015-2016)**

<b>Objectives</b>	<b>Strategies</b>	<b>Evaluation</b>
<p>1. To build on the strengths of the existing framework of the life planning education curriculum while making adjustments to better cater for the needs of the students</p>	<p>Life Planning Education Lessons will be carried out in junior and senior forms. The teaching materials for the S.2 lessons will be revised with the aim of introducing more comprehensive and up-to-date career-related information to the students. Teachers will inculcate in the students the benefits and necessity of early career planning. Students will be encouraged to borrow library materials concerning real life stories of people working in different fields. The teaching materials for the S.5 lessons will also be updated in order to reflect the changes in trend of further studies and to provide clearer guidance on writing the reflective essay.</p> <p>Careers Assistants will be trained to promote job-related information to their fellow students. This year each S.1, S.3 and S.4 student will receive a set of information sheets containing details of different jobs after the promotion sessions.</p> <p>Through board displays and careers quizzes, students will learn more about the jobs that are in high demand or expected to grow in Hong Kong e.g. mobile app developers and mediators.</p>	<p>Life Planning Education Lessons were carried out in junior and senior forms. The teaching materials for the S.2 lessons were revised to incorporate careers education resources developed by the Hong Kong Federation of Youth Groups. Students were exposed to the latest trends in the labour market. Successful stories of people enjoying the benefits of early career planning were introduced. Most of the teachers indicated that through the lesson activities and the career research project, the awareness of the students on the employability skills, career pathways and the necessity of early career planning was raised. The majority of the students agreed with the statement that it is important to plan for one's future.</p> <p>Eleven library books with real stories of different career fields were purchased and a book display on life planning education was held in the library in November 2015. Some of the books were especially popular among students. Careers Teachers agreed that the library books provided a cost-effective way for students to discover more about the world of work.</p> <p>During the S.5 Life Planning Education Lessons, the updated entrance requirements of different institutes and assessment methods were introduced. A video of a local</p>

		<p>school S.6 student reflecting on her secondary school experiences and explaining the development of her career aspirations was used as a teaching tool to guide the students to write the reflective essay. Examples of essay plan and sample essays were introduced in class. To prepare the students for formulating their initial plan of further studies and contingency plan, a multiple pathways talk was held in May 2016. Most of the students interviewed agreed that the lessons and the talk were useful in helping them write the reflective essay and prepare for the future.</p> <p>Careers Assistants used the class teacher periods to perform skits which aimed at increasing students' awareness on the following jobs: clinical psychologists, nutritionists, occupational therapists, speech therapists, pharmacists, physiotherapists, and executive offices of the civil service. A set of information sheets on these jobs was distributed to the students. The Class Teachers thought that this practice should continue next year as it provided a practical way for students to be exposed to a variety of career options.</p> <p>The theme of the board display during the first term and the second term was mobile app developers and mediators respectively. A career quiz on mediators was held in March 2016. Around one hundred students participated in the quiz and nine of them got all the answers correct. More promotional activities will be conducted next year in an attempt to boost the rate of participation.</p>
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<p>2. To provide students with more opportunities to receive career counseling during the significant transition stages</p>	<p>The Careers Mistress and Deputy Careers Mistress will share group career counseling strategies with Class Teachers of S.3, S.5 and S.6 and provide training materials to them so that they are empowered to provide group career counseling to S.3, S.5 and S.6 students.</p> <p>During the S.3 group career counseling sessions, students will have a chance to discuss the problems and needs arisen during the subject choice process. The Career Teachers or Class Teachers will coach them to reflect on their abilities, interests and career aspirations in order to make informed choices.</p> <p>Before the S.5 group career counseling sessions, students will be guided to formulate their initial plans of further studies. During the sessions, students will discuss their career development problems and needs. The Careers Teacher or Class Teachers will review their portfolio, coach them to find ways to solve the problems and discuss with them the importance of making contingency plans. The teachers will also encourage them to do what is necessary to achieve their goals.</p> <p>During the S.6 group career counseling sessions, students will discuss their program choices with a Class Teacher or a Careers Teacher. The teacher will help them clarify their misconceptions about program choices and the JUPAS iteration process.</p>	<p>Briefing sessions were conducted by the Careers Mistress and the Deputy Careers Mistress prior to the start of the S.6, S.5 and S.3 group consultation sessions and before the release of HKDSE examination results. During the sessions, counseling principles were discussed. Class Teachers were given a set of informational materials for use during the consultation sessions. In addition, Class Teachers were paired up with a Careers Teacher for leading the group consultation sessions. They could ask the Careers Teacher or the Careers Mistress for advice. Class Teachers felt that the arrangements were satisfactory.</p> <p>The majority of S.6 students formulated their JUPAS program choices taking into account their ability, interest and the requirements of the programs. After the release of HKDSE examinations results, they rearranged their program choices appropriately resulting in a large proportion of them having received a JUPAS offer.</p> <p>For the S.5 students, they discussed their initial program choices with their Class Teacher or a Career Teacher during the post-examination period and were encouraged to work towards their goals. It is expected that they will be much more prepared when they submit their reflective essay and finalize their JUPAS program choices next year. Class Teachers and Careers Teachers expressed the view that this practice should continue as it is important for S.5 students to formulate their initial plan of further studies before they start S.6.</p>
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<p>3. To collaborate with different organizations so that students can have the opportunities to participate in diverse career-related experiences (CRE) and reflect on what they have learnt from the experiences</p>	<p>1. <u>The Alumnae Association</u></p> <p>S.4 to S.6 students will learn more about careers in the medical and social service sectors through the Alumnae Association Career Talk. Two distinguished alumnae working in the medical sector and social service sector respectively will be invited to be the guest speakers.</p> <p>2 <u>Hope Worldwide</u></p> <p>30 S.4 students will be selected to join the Hope Worldwide Career Exploration Program. The students will have a chance to participate in the following careers-related experiences:</p> <ul style="list-style-type: none"> <li>• taking the Myers-Briggs Personality Test (MBTI)</li> <li>• participating in an adventure camp</li> <li>• visiting the Hong Kong Health Care Federation</li> <li>• attending a sharing session with executives</li> <li>• visiting Cathay City</li> <li>• receiving individual career counseling delivered by a social worker</li> <li>• attending a resume writing and job interview skills workshop</li> <li>• participating in a mock interview</li> </ul>	<p>Worked with the Alumnae Association, the Careers Section held a career talk on the social service sector and health care sector in November 2106. Two distinguished alumnae came to our school to share their work and life experiences with the students. Not only did the students learn about the career prospects of the two sectors, they also learnt the importance of having a strong work ethic.</p> <p>30 S.4 students participated in the <i>Hope Worldwide Career Exploration Program</i>. Most of them found that the program had helped them understand more about themselves and to a certain extent, prepare them for the world of work. However, they felt that the program could improve by incorporating elements of more different types of careers.</p> <p>The exchange program, "An Exploration into the Prospect of Further Studies and Employment in the Mainland and Macau", was organized in Dec 2015. During the program, participants visited Jinan University, Guangzhou University of Chinese Medicine and Guangzhou Shipyard International Company. Most of the participants found that the program had been useful in widening their horizons, exposing them to the changing world of further studies in the Mainland. One of the S.6 participants further her studies in the Mainland reading Chinese Medicine.</p> <p>A JA Dialogue with Gen-Y Leaders talk was held in March 2016. Ms. Bibiann Wong, the Chief Innovation</p>
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	<p>3. <u>EDB</u></p> <p>40 S.4 to S.6 students will have a chance to learn more about further study opportunities in the Mainland and the employment situation in state-owned enterprises by joining an exchange programme titled “An Exploration into the Prospect of Further Studies and Employment in the Mainland and Macau” organized by the EDB.</p> <p>4. <u>Junior Achievement Hong Kong</u></p> <p>Junior form students can learn about entrepreneurship and develop positive attitudes towards personal and career development through <i>JA It’s My Business</i>.</p> <p>Through <i>JA Dialogue with Gen Y leaders</i>, S.5 students will learn from a successful person in the business or political sector the leadership and life skills required of them from their future managers.</p> <p>5. <u>Hong Kong Professionals and Senior Executives Association</u></p> <p>S.5 students will talk to professionals in their chosen field during the scheme, 「卓育菁莪」生涯規劃講座計劃.</p>	<p>Office of a social enterprise, discussed with S.5 students the definition of success and encouraged them to chase after their dreams and while not forgetting to give back to society. More than half (65%) of the students found that the talk had been a useful learning experience.</p> <p>Members of the Hong Kong Professionals and Senior Executives Association were invited to deliver talks on their profession in March 2016. S.5 students were assigned to a talk of a profession according to their preference. More than half (62%) of the students found that the talk had been a useful learning experience.</p>
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