

Pope Paul VI College
Work Plan on Life Planning Education and Career Guidance Service
2017-2018

A. Regular Programs

Component of the Framework of Enhancing Career-related Experiences for Secondary School Students	Programs	Monitoring/ Evaluation
<p>Guidance and Counselling for Individual Students</p>	<p>S.1-6 Career Guidance and Counselling for Individual Students</p> <ul style="list-style-type: none"> ● Students can seek Careers Teachers for advice ● Careers Teachers will take turns to station in the Careers Room every Wednesday from Nov 2017 to May 2018 <p>S.3, S.5 and S.6 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</p>	<p>S.1 Qualitative feedback received from S.1 Class Teachers after the delivery of the Life Planning Education Lessons.</p> <p>S.2 Qualitative feedback received from S.2 Class Teachers and quantitative feedback received from S.2 students after the delivery of the Life Planning Education Lessons.</p> <p>S.3 Qualitative feedback received from Careers Teachers and Class Teachers after the submission of</p>

	<p>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>the subject choice form.</p> <p>Quantitative feedback received from S.3 Students at the end of the school year.</p>										
<p>Enabling Individual Student Planning and Formulating a Career Guidance Curriculum</p>	<p>S.1-5 Life Planning Education Lessons: In collaboration with Class Teachers, Life Planning Education Lessons will be carried out within the school timetable. The themes of the lessons are as follows:</p> <table border="1" data-bbox="472 684 1585 1273"> <tr> <td data-bbox="472 684 658 831">S.1</td> <td data-bbox="658 684 1585 831"> <ul style="list-style-type: none"> ● Understanding self ● Goal-setting ● Facilitating initial understanding of NSS OLE </td> </tr> <tr> <td data-bbox="472 831 658 930">S.2</td> <td data-bbox="658 831 1585 930"> <ul style="list-style-type: none"> ● Understanding the world of work ● Career research </td> </tr> <tr> <td data-bbox="472 930 658 1029">S.3</td> <td data-bbox="658 930 1585 1029"> <ul style="list-style-type: none"> ● Understanding self ● Senior Secondary Study Plan </td> </tr> <tr> <td data-bbox="472 1029 658 1128">S.4</td> <td data-bbox="658 1029 1585 1128"> <ul style="list-style-type: none"> ● Understanding self ● Factors affecting vocational and education choices </td> </tr> <tr> <td data-bbox="472 1128 658 1273">S.5</td> <td data-bbox="658 1128 1585 1273"> <ul style="list-style-type: none"> ● Opportunities that lie ahead ● Education and Vocational goal setting ● Writing reflective essays </td> </tr> </table> <p>The following materials published by the HKACMGM will be adopted as teaching and learning tools:</p> <ul style="list-style-type: none"> ● <i>Finding Your Colours of Life</i> (S.3) 	S.1	<ul style="list-style-type: none"> ● Understanding self ● Goal-setting ● Facilitating initial understanding of NSS OLE 	S.2	<ul style="list-style-type: none"> ● Understanding the world of work ● Career research 	S.3	<ul style="list-style-type: none"> ● Understanding self ● Senior Secondary Study Plan 	S.4	<ul style="list-style-type: none"> ● Understanding self ● Factors affecting vocational and education choices 	S.5	<ul style="list-style-type: none"> ● Opportunities that lie ahead ● Education and Vocational goal setting ● Writing reflective essays 	<p>S.4 Quantitative feedback received from S.4 Students at the end of the school year.</p> <p>S.5 Quantitative feedback received from S.5 Students after the Career Day and at the end of the school year.</p> <p>S.6 Qualitative feedback received from Careers Teachers and S.6 Class Teachers after the post-DSE consultation period. Quantitative feedback received from S.6 Students after the workshop on admissions interview.</p>
S.1	<ul style="list-style-type: none"> ● Understanding self ● Goal-setting ● Facilitating initial understanding of NSS OLE 											
S.2	<ul style="list-style-type: none"> ● Understanding the world of work ● Career research 											
S.3	<ul style="list-style-type: none"> ● Understanding self ● Senior Secondary Study Plan 											
S.4	<ul style="list-style-type: none"> ● Understanding self ● Factors affecting vocational and education choices 											
S.5	<ul style="list-style-type: none"> ● Opportunities that lie ahead ● Education and Vocational goal setting ● Writing reflective essays 											

	<ul style="list-style-type: none"> ● <i>Career Mapping</i> (S.4-S.6) ● <i>Career Cards</i> <p>S.5</p> <p>Students will be given a CLAP for Youth @ JC e-portal account and will take the following career assessments:</p> <ul style="list-style-type: none"> ● Career Interest Inventory (CII) ● Basic Interest Marker (BIM) <p>The reports generated will help Careers Teachers and Class Teachers understand more about the students during the group career counselling sessions.</p> <p>S.4-S.5</p> <p>When students join large-scale CRE activities, the Section will guide them to reflect on their learning and help them keep record of their reflection. The record will be given back to the students when they need to prepare for their student learning profile (SLP).</p>	
<p>Facilitating Learning Experiences about Work</p>	<p>S.1-6</p> <p>The school library is stocked with books with real stories of people working in different fields. A book display on life planning education will be held in the library.</p> <p>S.4-6</p> <p>The Section will help students enroll in job shadowing and work experience schemes. In the past, the Section has successfully helped students enroll in the following schemes:</p> <ul style="list-style-type: none"> ● HKACMGM Summer Work Experience Scheme ● The Summer Clinical Attachment Programme of the Faculty of Medicine, CUHK ● “Life Buddies” Job Tasting Programme 	

	<p>S.4-6 The Alumnae Association will invite alumnae working in certain professions to come to the school and share their experiences with the students in Nov 2017.</p> <p>S.4-6 The Section will promote the activities organized by the EDB's Business-School Partnership Programme (BSPP) and help students enroll in the activities.</p> <p>S.5 Career Day During the Career Day, students will visit different institutes and attend different career workshops or company visits.</p>	
<p>Organizing School-wide Career Guidance Activities</p>	<p>S.6 Talk on Preparation for Admissions Interview and Mock Interview Talk on JUPAS Web Application</p> <p>S.5 Talk on Multiple Pathways</p> <p>S.3-5 CRE (Career-related Experiences) Presentation</p> <p>S.3 Choice of NSS subjects (Student Session) Choice of NSS subjects (Parent Session)</p> <p>S.4 Orientation: <ul style="list-style-type: none"> ● Introduction to CRE and other components of OLE ● Introduction to pathways for further studies </p>	

<p>Linking Study Opportunities and Career Choices</p>	<p>S.2 and S.4 Students will be guided to search for the qualifications required for different jobs through the following websites:</p> <ul style="list-style-type: none">● EDB’s Career Information Website● “Jobtionary” created by the Hongkong Federation of Youth Groups● Youth.gov.hk, a one-stop portal managed by Efficiency Unit of the HKSAR government <p>S.1-6 Careers Assistants will select a popular dream job among students as the theme of the board display each term.</p> <p>S.2-3 Students will take part in a Career Quiz. The Quiz aims at increasing students’ awareness of the different career opportunities and options for further studies.</p> <p>S.3-6 Recently graduated alumnae will be invited to introduce the career opportunities of the post-secondary program that they are pursuing to the students. Graduates studying in the following programs have been invited:</p> <ul style="list-style-type: none">● Bachelor of Arts in English Studies● Bachelor of Science (Honours) in Mental Health Nursing● Bachelor of Arts (Honours) in Product Design● Bachelor of Fine Arts (Honours) Degree in Dance● Bachelor of Engineering (Honours) in Mechanical Engineering	
---	---	--

B. Programs in response to the school's major concerns

Objectives	Strategies / Tasks	Resources Required	Success Criteria	Method(s) of Evaluation
<p>To increase students' awareness of the pluralistic society that they are likely to function in and prepare them for thriving in a multi-cultural work environment</p> <p>To let them be aware of the society's aspirations and values with respect to providing equal opportunities for all in the workplace as reflected in the anti-discrimination ordinances related to employment</p>	<p>Careers Assistants will perform skits to teach students how employees and job seekers of different backgrounds are protected under the following anti-discrimination ordinances:</p> <ul style="list-style-type: none"> ● Sex Discrimination Ordinance ● Disability Discrimination Ordinance ● Family Status Discrimination Ordinance ● Race Discrimination Ordinance <p>A company visit will be arranged to allow students to learn more about working in a multi-cultural environment and the importance of English as the lingua franca of multi-national corporations.</p>	<p>The Teaching Assistant will prepare the materials and train the Careers Assistants</p>	<p>Over 70% of the students can answer at least two thirds of the questions posed at the end of the skit correctly</p> <p>Over 70% of the participants have learnt more about working in a multi-cultural environment.</p>	<p>Observations by the Careers Assistants</p> <p>Questionnaires</p> <p>Feedback from students</p>

C. Special Program

In collaboration with the Integrated Science Panel, all S.2 students will take part in a STEM competition -- Cisco Innovation Challenge Stage I. It is a CRE activity co-organized by the HKACMGM and Cisco Systems, Inc. Students will deploy their problem-solving skills to come up with an Internet of Things (IoT) design for the betterment of society.