

## Evaluation Report of Life Planning Education and Career Guidance Service 2019-20

Due to the development of the COVID-19 epidemic, only some of the scheduled Life planning education lessons were delivered as planned. The following lessons were delivered:

- S.1 Life Planning Education lesson (I)
- S.2 Life Planning Education lesson (I)
- S.3 Life Planning Education lesson (I), online S.3 Life Planning Education lesson (II)
- S.4 Life Planning Education lesson (I)
- S.5 Life Planning Education lessons (I, II and III)

The following lessons could not be delivered:

- S.2 Life Planning Education lesson (II)
- S.3 Life Planning Education lesson (III)
- S.4 Life Planning Education lessons (II, III)

Based on the survey, most of the students understood the learning objectives of the lessons completed and put what they learnt into practice.

For instance, a majority of the S.1 students (96%) considered that it is important to set goals in life while 81% of them revealed that they would explore their interest and develop their strengths through participation in various activities in their secondary school life. A majority of the S.2 students (88%) thought that a good career should depend on one's interests, abilities, values, the current economy and experiences, etc. while 78% of them thought that it is important to explore different career options during their secondary school life. 71% of the S.3 students thought that they understand their interests, personality traits, academic aptitudes and careers dreams.

The Life Planning Education lessons will be carried out next year with the incorporation of the updated career-related information and useful resources. Lessons will be transitioned to virtual instruction if classes are suspended due to the development of COVID-19 epidemic.

Careers Assistants performed skits on some jobs such as education psychologists to their fellow students during the Class Teacher periods. Printouts with information of a variety of jobs were also given to the students. Some of the students (S.1: 60% and S.3: 54%) thought that the promotion activity was useful in helping them understand more about the world of work. The promotion activity will continue next year and the selection of the jobs to be promoted will be based on the data gathered from the students on the jobs that they would like to explore more about. To encourage students to explore more about different jobs themselves, a school-based subscription to an online job information platform "Discover@Jobtionary" created specifically for Hong Kong students will be made.

Fifteen S.4/ S.5 students interested in exploring more about the financial / civil service sector joined the lifebuddies mentorship program organized by the Commission on Poverty. During the program, volunteers

from the Treasury of the HKSAR government shared their wisdom and experience with the participants, helped them improve their life skills and set some educational and career goals. Most of the participants said that they had enjoyed the interactions with the mentors and learnt a lot about the world of work from them. Riding on the experience of the program, a school-based mentorship program in collaboration with the Alumnae Association will be implemented in 2021-2022.

Due to the popularity of social media platforms like Whatsapp and Instagram among the students, the Careers Section used these platforms along with the school's recently established emailing system to disseminate career-related information. Many students appreciated the use of electronic means to disseminate career-related information. The practice will continue next year.

Our school is an affiliated school of the CLAP for Youth projects. Our S.5 students, therefore, made use of the resources provided in the e-portal to do career assessments and the teachers made good use of the reports generated to understand more about the students in order to conduct career counseling. To introduce S.3 students to the many career choices and helps them think about their interests and the importance of subject choice, our school purchased the rights to allow S.3 students to take the Cambridge Occupational Analysts Probe Assessment. Not all of the S.3 students understood the objectives of the assessment. Next year, more explanation will be given so that the students will not treat the assessment results as a personalized plan of further studies or career. Rather, the results provide important guiding questions which can help them navigate the elective subject choice process. As the CLAP for Youth projects school support service will end on 31 Aug 2020, other assessment tools will be provided to the students next year.

In partnership with Class Teachers, group career counselling sessions were provided to S.3 and S.6 students. Before the start of the consultation periods, the Careers Mistress and Deputy Careers Mistress shared group career counselling strategies with novice Careers Teachers and Class Teachers. The Teachers found the sharing helpful. Many of the students found that the sessions helped them make informed decisions concerning their elective subject choices / plans of post-secondary study. Due to the school suspension in July, S.5 group counselling sessions could not be carried out this year. Next year, similar group career counselling sessions will be carried out.

Due to the school suspension, the experience sharing session on learning senior secondary elective subjects could not be carried out this year. An online platform was created to disseminate the elective subject presentations prepared by different departments to the students. 74% of the S.3 students found the presentations useful. If the situation permits, a face-to-face sharing session will be held next year.

As classes were suspended in March, the Activity Day for S.5 students was cancelled. Also, the Young Entrepreneurs Development Council (YDC) could not arrange company visits for our students this year. If the situation permits, visits to tertiary institutes or companies will be arranged next year.