

St. Margaret's Girls' College, Hong Kong

2017-2018

Life Planning Education and Career Guidance (Evaluation)

	Activity / Target Group / Organizer	Evaluation (Appendix 1)								
		1	2	3	4	5	6	7	8	9
1st Term	Mapping Your Future (S5 & S6) Careers Team					✓	✓	✓		
	Alumni Sharing ¹ (S6) Careers Team		✓	✓			✓			
	Fly-with-me Programme ² (S5 & S6) D&G Team & Careers Team	✓	✓		✓	✓	✓			
	Preparation for Self-account (S6) Careers Team & English Department									✓
	Stress Management Workshop (S5 & S6) Careers Team	✓		✓						✓
	Pre-employment Training Workshop (S5 & S6) Standard Chartered Hong Kong	✓		✓		✓	✓			
	Macquarie Group Interview Skills Workshop ³ (S5 & S6) KELY Support Group			✓		✓	✓			
2nd Term	Multicultural Dream Pursuit Project ⁴ (S5) Caritas Youth and Community Service Unit	✓	✓	✓						✓
	DSE Mock Release Workshop (S6) Careers Team		✓	✓	✓			✓		
	Visit to Careers Expo ⁵ (S5 CSS) Careers Team									✓
	Make-up & Hair-Style Workshop (S6) GRATO Image Workshop Ltd.	✓			✓					
	Alumni Sharing ¹ (S5) Careers Team		✓	✓			✓			
Others	Whole-person Development Programme (S5 & S6) All Committees and Departments				✓	✓				
	Joint-school Careers Talk (S6) Careers Teams of both schools			✓						

Below is an overview of the major programmes completed in academic year 2017-2018:

¹ Alumni Sharing sessions were arranged twice for S5 & S6. Alumni of Class 2017 and Subject Award recipients were invited to share their career path, study skills and time management strategies. The students remarked that the sharing was informative, constructive, encouraging and inspiring.

² Fly-with-me Programme: Group and Individual Counseling sessions were conducted for S5 & S6 mentees by mentors (class teachers / subject teachers). The most frequently matters discussed were, namely, stress management, multiple pathways (local and overseas) and DSE studying strategies. Because of the small group size, mentees were more willing to express their personal feelings towards and worries about their future and their family's expectation. Mentors could have better understanding on mentees' diversified needs and were able to give them appropriate assistance.

³ Macquarie Group Interview Skills Workshop provided an opportunity for students to meet the staff at their workplace at IFC. The staff shared their career plans and life experiences. They also worked with the students to prepare their resume and interviews. At the end of the workshop, all students were invited to do a reflection on the programme. They all found that the workshop was informative, meaningful and fruitful. Teachers also found that the experiential learning was far more inspirational than "chalk and talk".

⁴ "Multicultural Dream Pursuit Project" was a programme organized by the Caritas Youth and Community Service Unit. The highlights of the programme included sharing with professionals, workplace visits and job shadowing. The participants had better understanding on their abilities, interests and personal character types. The mentors of the job shadowing gave positive comments on the participants' performance, especially on their language proficiency and communication skills.

⁵ S5 CSS visited the Education Expo held in the Hong Kong Exhibition and Convention Centre. The students had conversations with the representatives of local and overseas tertiary institutions, government departments and private consulting agencies. They commented that they had a better understanding regarding the possibilities open to them after completing S6.

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Reference Information for Facilitating Schools' Self-evaluation on Life Planning Education and Career Guidance Service
(P.9 of Education Bureau Circular No.6/2014)

Below are some suggested items that school personnel may look for when evaluating the work plan on life planning education and career guidance:

1. Can activities/programmes facilitate students' understanding of their abilities, interests as well as career aspirations with appropriate means and tools, and formulation of individualised plan?
2. Are there any programmes to cater for the different career guidance needs of students with specific background (e.g. gifted, special education needs, non-Chinese, etc.)?
3. Are multifarious kinds of career guidance related programmes / activities arranged to suit diversified needs of students, such as local and overseas opportunities for further studies, latest development in the career world, different work place experiences, etc.?
4. Are different dimensions of intervention ranging from individualised guidance / support, small group activities to large-scale activities provided to address the needs of students at different development stages?
5. Do the target groups of the career guidance related programmes / activities cover students with different abilities and at developmental stages and where appropriate their parent?
6. Do students make use of a range of information sources (e.g. requirements and procedures to pursue further studies, the Qualifications Framework (QF), job search materials, etc.) and devise practical plans to equip themselves?
7. Is the role of the Qualifications Framework featured in the programmes / activities where appropriate by, for example, making use of the connections and networks established by the Industry Training Advisory Committees set up under the QF and the competency standards and progression pathways developed for the respective industries?
8. Is life planning and career guidance connected with other curriculum components to avoid overlaps and repetitions of goals?
9. Is quantitative and qualitative feedback from various stakeholders including teachers, students and parents collected to gauge the effectiveness of life planning education programmes/ activities?

Remarks: The school also collects feedbacks from students through the Class Representatives Meeting & Teachers' Meeting.