

**St. Margaret's Girls' College, Hong Kong  
2018-2019**

**Work Plan on Life Planning Education and Career Guidance Service**

| <b>Objectives</b>  | <b>Strategies (Appendix 1)</b>  | <b>Monitoring / Evaluation (Appendix 2)</b>   | <b>Allocation of the CLP Grant</b>   |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>- Promote lifelong learning and whole-person development</li> <li>- Provide career-related experiences to students at different stages of growth</li> <li>- Prepare students in making informed educational and career choices</li> </ul> | <ul style="list-style-type: none"> <li>- School-based and whole-school whole-person development framework</li> <li>- Individual / small group guidance / counseling</li> <li>- Parent education</li> <li>*Collaborate with social worker, D&amp;G Team and language teachers</li> </ul> <hr/> <ul style="list-style-type: none"> <li>- Career explorations</li> <li>- Life skills workshops</li> <li>- Alumni's sharing</li> <li>*Collaborate with PTA, Alumni Association and outside organizations</li> </ul> <hr/> <ul style="list-style-type: none"> <li>- Career corner at library to collect, update and disseminate educational and career information</li> <li>*Collaborate with librarian</li> </ul> | <ul style="list-style-type: none"> <li>- Students' reflection on self-understanding (interests, abilities and orientations), personal planning, goal setting, reflective thinking and articulation to progression pathways</li> <li>- Teachers' and parents' observations</li> <li>- Stakeholder feedbacks (refer to reflective questions stated on EDB Circular 6/2014)</li> </ul> | <ul style="list-style-type: none"> <li>- For employment of staff</li> <li>- For implementing school-based programmes</li> <li>- For financing needy students' participation in programmes</li> </ul> |

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**Life Planning Education and Career Guidance (Strategies)**

1. Provide a school-based and whole-school career and life planning education
  - the programme is aligned with the students' developmental needs at different stages of their life time
  - the programme is a cycle of Planning-Implementation-Monitoring-Evaluation (PIME). Stakeholders include students, teaching and non-teaching staff, parents, alumni and other school partners
  
2. Empower the career guidance personnel
  - Well use the recurrent career and life planning grant to expand the capacity of the Careers Team
  - Provide professional training to career guidance teachers
  - Collaborate with language teachers to include workplace language and speaking skills in the subject curriculum
  - Collaborate with subject teachers to carry out the whole-person development programme (include values, attitudes and life skills education and career-related experiences)
  - Collaborate with D&G Team to identify student needs and monitor student development progress by the use of APASO and other stakeholder surveys
  
3. Collaborate with Parent-Teacher Association
  - Provide parent education to support parents to give informed career advice to their children
  
4. Collaborate with Alumni Association
  - Invite alumni of different professions / fields of study to be the mentor / speaker of career-related experiences

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**Life Planning Education and Career Guidance (Evaluation)**

**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 and Teachers' Meeting and PTA Meeting.