

St. Margaret's Girls' College, Hong Kong

2014-2015

Work Plan on Life Planning Education and Career Guidance Service

Objectives	Strategies (Appendix 1)	Monitoring / Evaluation (Appendix 2 & 3)	Allocation of the CLP Grant (Appendix 4)
<ul style="list-style-type: none"> - Promote lifelong learning and whole-person development - Provide career-related experiences to students at different stages of growth - Prepare students in making informed educational and career choices 	<ul style="list-style-type: none"> - School-based and whole-school whole-person development framework - Individual / small group guidance / counseling - Parents Education *Collaborate with social worker, life education teachers and language teachers 	<ul style="list-style-type: none"> - Students' reflection on self-understanding (interests, abilities and orientations), personal planning, goal setting, reflective thinking and articulation to progression pathways - Teachers' and parents' observations at student conference - Mid-term and end-term team / stakeholder meeting (refer to reflective questions state on EDB circular 6/2014) 	<ul style="list-style-type: none"> - For employment of staff - For implementing school-based programme - For acquiring services from outside organization - For financing needy students' participation
	<ul style="list-style-type: none"> - Talks on job traps and work safety (JPC) - Career explorations (JAHK) - Life skills workshops (Edvenue) - Parents' and alumni's sharing *Collaborate with PTA, Alumni Association and outside organizations 		
	<ul style="list-style-type: none"> - Career corner at library to collect, update and disseminate educational and career information *Collaborate with librarian 		

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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
 - Invite parent of different professions to be the mentor / speaker of career-related experiences / student conference

4. Collaborate with Alumni Association
 - Invite alumni of different professions / fields of study to be the mentor / speaker of career-related experiences / study camp / student conference

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Life Planning Education and Career Guidance (Evaluation)

	Activity / Target Group / Organizer	Evaluation (Appendix 3)								
		1	2	3	4	5	6	7	8	9*
First Term	Mapping Your Future Workshop (S6) Careers Team	✓					✓	✓		
	Careers Education Programmes ¹ (S3-6) Edvenue Limited	✓								
	Alumni Sharing (S5 & 6) Careers Team				✓					
	Group and Individual Counseling ² (S3-6) Careers Team	✓			✓					
	Subject Selection (S3) Careers Team				✓					
	Preparation for Self-account (S6) Careers Team & English Department								✓	
	Stress and Time Management Workshop (S3-6) The Boys' and Girls' Clubs Association of Hong Kong & Life Education Department								✓	
	ERB Talk on Job Opportunity (S4-6) Careers Team						✓	✓		
Second Term	Event Planning & Fashion Design (S5) KELY Support Group			✓						
	Future Builder Program ³ (S3) St. Jame's Settlement		✓							
	Credit Suisse Interview Skills Workshop ⁴ (S3-6) KELY Support Group			✓						
	Campus Visit (S5) Careers Team		✓							
	DSE Mock Release Workshop (S5 & 6) Careers Team						✓	✓		
	Workplace Visit (S3-6) New Home Association			✓						
	Subject Selection (S3) Careers Team				✓				✓	
Post-exam Period	Micro-film Workshop (S4-6) New Home Association			✓						
	Children's Rights Council (S4-6) KELY Support Group			✓						
	Alumni Sharing (S5) Careers Team				✓					
	Workshop on Team Building (S3) & Career Explorations (S2-5) The Boys' and Girls' Clubs Association of Hong Kong	✓								
	MTR School Talk (S2-5) MTR Corporation			✓						

	Activity / Target Group / Organizer	Evaluation (Appendix 3)								
		1	2	3	4	5	6	7	8	9*
Others	Parent's Night (S2-6) Academic Committee & Careers Team					✓				
	Career-related Experiences (S4-6) D&G Committee & JPC		✓	✓						
	Career Day Camp (S2-6) PTA	✓			✓					
	Student Reflection ⁵ (S3-6) Careers Team									✓
	Whole-person Development Programme (S3-6) All Committees and Departments								✓	
	Joint-school Staff Development ⁶ (All teaching staff of both schools) Careers Team									
	Joint-school Careers Talk (S6) Careers Teams of both schools				✓					
	Overseas Studies & Internship Programme (S4-6) French Department		✓	✓						

New Programme

* The school also collects feedbacks from students through the Class Representatives Meeting, I.D.E.A. Power Meeting, Teachers' Meeting and PTA Meeting.

Below is an overview of the major programmes completed in academic year 2014-2015:

¹ Careers Education Programme was organized for all students. The programme was tailor-made to students at different developmental stages. Theory, basic knowledge and know-how regarding career planning were taught. All students participated in the programme since Secondary 1. In every year, the satisfaction rate of the programme was around 90%.

² Group and Individual Counseling was conducted for S6 students by class teachers, subject teachers and social worker. Students paired up according to their own preference. Timeslots were given to them to meet teachers or the social worker in the first term. The most frequently matters discussed were, namely, stress management, multiple pathways (local and overseas) and DSE studying strategies. Because of the small group size, students were more willing to express their personal feelings towards and worries about their future and their family's expectation. Teachers could have better understanding on students' diversified needs and were able to give them appropriate assistance.

³ "Future Builder" was a free-or-charge programme organized by the St. Jame's Settlement. 25 selected S2 and S3 students joined the programme. The highlights of the programme include sharing with professionals, mock workplace experiences, mock interviews, workplace visits and internships. The participants had better understanding on their abilities, interests and personal character types. The interviewers of the mock interviews and the employers of the internships gave positive comments on the participants' performance, especially on their language proficiency and communication skills. This programme fulfilled one of our objectives: provide career-related experiences to students at different stages of growth.

⁴ Credit Suisse Interview Skills Workshop provided an opportunity for students to meet the staff at their workplace in ICC. 17 elite students from S3 to S6 joined the workshop. 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 useful. Teachers also found that experiential learning was far more inspirational than "chalk and talk".

⁵ Student reflection provided an opportunity for students to have an overview on their accomplishments throughout the academic year. After completing several self-evaluations, the school would invite one student representative to deliver her speech in the Annual Prize-giving Ceremony cum Variety Show. The guests of the Show gave positive feedback on the student's performance and her speech.

⁶ Joint-school Staff Development was a staff training held before the school commencement of 2015-2016. The Careers Team of SKH Tsang Siu Tim Secondary came over to our school hall and shared with staff of St. Margaret's Co-educational Secondary and Primary School and our school on their strategies, implementation plans, school-based tools, mentorship programmes and successful experiences. In the Q&A sessions, interactions between the guest speakers and participants enabled thorough discussions on the challenges and difficulties the schools were facing.

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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, I.D.E.A. Power Meeting, Teachers' Meeting and PTA Meeting.

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Life Planning Education and Career Guidance Service (Allocation of Grant)

Items	Percentage
1. For employment of staff (1 teacher was employed)	55%
2. For implementing school-based programme	/
3. For acquiring services from outside organization	45%
4. For financing needy students' participation	/
Total	100%