

Guide on
Life Planning Education
and Career Guidance for
Secondary Schools

1st Edition

Career Guidance Section
School Development Division, Education Bureau
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Part 1 Introduction and Terminology

1.1 Introduction

1.1.1 In face of the unprecedented pace of changes worldwide with the advent of information technology and explosive growth of knowledge, our education system aims to develop students' knowledge, adaptability, creativity, independent thinking and life-long learning capabilities so that they can be better prepared to make informed and responsible choices and thus be able to make the best of the opportunities ahead.

1.1.2 Towards this end, more opportunities under the new senior secondary curriculum implemented since September 2009 and multiple pathways have been opened for young people to flourish their knowledge. Our school curriculum, embedding elements of life-long learning and generic skills into all subjects, at the same time aims at whole-person development for every student, fostering their self-understanding and offering other learning experiences to support students' progression for further studies and career development, as well as actualisation of personal goals.

1.1.3 To strengthen support for the younger generation, the Chief Executive in his Policy Address 2014 announced, inter-alia, that from the 2014/15 school year, public sector schools operating classes at senior secondary levels will be provided with an additional recurrent grant to expand the capacity of schools and their teaching team of staff tasked to provide support to career guidance service and life planning education for their students.

1.2 Terminology

1.2.1 Life planning is an ongoing and lifelong process for personal fulfillment, with different foci at different stages of the life time. At the schooling stage, life planning education plays a significant role in fostering students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways. Hence, life planning education is not merely a remedial or advisory service for students when they are in need of making subject or career choice. It connects with school's curriculum components, and through it students are equipped with the

knowledge, skills and attitude to make wise choices in accordance with their interests, abilities and orientations; and guided to integrate their career/academic aspirations with whole-person development and life-long learning.

1.2.2 A common language will certainly facilitate conceptualisation, shared understanding and professional dialogue among practitioners in life planning education and career guidance in Hong Kong. Having considered overseas experiences and practices in the local context, the key terminology on life planning education, making reference to the Senior Secondary (SS) Curriculum Guide is drawn up below:

- **Career:** The sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime to actualise one's potential; career includes life roles, leisure activities, learning and work.¹
- **Career assessment:** Involves administration and interpretation of a variety of formal or informal techniques or instruments (whether qualitative or quantitative) to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, knowledge, experiences, personal style, learning style, work values, and lifestyle needs. As different facets of life and work are intricately related and positively/inversely affected by one another in an ongoing way, career assessment should NOT be seen or used as predictors of development or direction, but rather they should be seen as a MEANS (i.e. provide authentic and valuable career information) to an end (i.e. the individual being enabled to make informed career and life planning).²
- **Career and life planning:** A deliberate process to plan one's life holistically, including major life domains such as work, learning, relationships, and leisure; and to engage actively in steps for implementing these plans in one's social context.³
- **Career counselling:** An intensive service that focuses on the interaction between an individual/a small group and the career guidance personnel, aiming at helping individuals to explore

¹ Australia Blueprint for Career Development (ABCD)(2008) © Commonwealth of Australia p.76.

² ABCD (2008), p. 76.

³ 梁湘明(2007)《青少年生涯發展服務培訓計劃教材套》，中國香港，社聯。

personal issues in career and life planning.⁴

- **Career development:** A lifelong process of developing beliefs and values, skills and aptitudes, interests, personality characteristics, and knowledge of the world of work (through different career roles).⁵
- **Career education:** One part of a comprehensive career development strategy. It is defined as the development of knowledge, skills and attitudes through a planned programme of learning experiences in education and training settings which will assist students in making informed decisions about their study and/or work options and enable effective participation in working life.⁶
- **Career guidance:** An inclusive term which usually describes a range of interventions including career education and counselling, that help students to develop and use knowledge, skills, and attitudes in making decisions on their study and/or work options and life roles.⁷
- **Career Guidance Personnel (CGP):** In many cases, teaching personnel responsible for life planning education and career guidance matters in local schools are the career guidance masters/mistresses and his/her team members. They should have relevant and appropriate professional training.⁸
- **Career information:** A broad term, referring to information (including printed, electronic, personal contacts and other resources) that assists the process of life planning.⁹
- **Career intervention:** Any activity (treatment or effort) designed to enhance a student's life planning/career development or to enable him/her to make more effective career decisions.¹⁰
- **Career-related experiences:** Career-related experiences enable students to obtain up-to-date knowledge about the world of work. Work ethics, such as integrity, commitment and responsibility are

⁴ ABCD (2008), p.76.

⁵ Tobert, E.L. (1974). Counseling for career development. Boston: Houghton Mifflin.

⁶ ABCD (2008), p.77.

⁷ ABCD (2008), p.77.

⁸ CGP are recommended to attend the Certificate Course in Career Education for Secondary School Teachers organised by the EDB or its equivalent and update them professionally thereafter, as necessary.

⁹ ABCD (2008), p.77.

¹⁰ Spokane, A. (1991). Career Intervention (p.22). Englewood Cliffs, N.J.: Prentice-Hall

emphasised in these activities, so that students have a good idea of what will be expected of them in their future working life.¹¹

¹¹ Education Bureau (2009). [Booklet 5A: Other Learning Experiences-Opportunities for Every Student, Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation, Section 5.6.](#)

Part 2 An Overview on Development of Life Planning Education and Career Guidance in School

2.1 Life planning education and career guidance is not new to schools. It plays a significant role in helping students to develop the knowledge and skills needed for making wise choice, managing transition in learning and moving into the workplace.

2.2 Under the new academic structure for senior secondary education, all students would have opportunities to complete 12 years of schooling, which will provide broader studies/horizons/experiences for every school student to develop the learning to learn capabilities and for whole-person development through the 4 core subjects, electives and Other Learning Experiences (OLE) while meeting their interests, needs and aptitudes.

2.3 The new secondary school (NSS) curriculum also aims to provide smoother and wider range of articulation pathways for students via Hong Kong Diploma of Secondary Education (HKDSE) and the Student Learning Profile (SLP), etc. In tandem, with more learning and work opportunities opening up to young people and changes in the workplace brought about by globalisation and information technology, there is an urgent need to better prepare young people to make an appropriate academic/career option in accordance with their interest, ability and orientation, and through collaboration and co-ordination with relevant subject/activity committees in school. Thus, the role of life planning education and career guidance for students in the above context is becoming more important, challenging and indispensable.

2.4 The importance of career guidance is highlighted in the Senior Secondary Framework¹². One of the seven learning goals laid down in the Framework is to enable students “to understand their own career/academic aspirations and develop positive attitudes towards work and learning”. The learning goal requires schools to prepare students to make informed choices for further study and future career and connect/integrate their career/academic aspirations with/into whole-person development and life-long learning.

2.5 Following the publication of the “Recommendations on Career

¹² Education Bureau (2009). The Senior Secondary Framework. [*Booklet 1: The Student Programme to Achieve the Vision of the New Academic Structure – Whole-person Development and Life-long Learning, Booklet 9: Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation*](#), Section 1.3.

Guidance for Secondary Schools under the New Academic Structure”¹³ (“the Recommendations”) in collaboration with the Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) in October 2011, more and more schools are taking forward a more comprehensive approach to career guidance practices and are moving away from the mode of providing basic career information to the school leavers only. They start to bring in new life planning education and career guidance elements¹⁴; and some have revamped their existing career guidance practices in response to the rising needs of students and their parents for more comprehensive career guidance, especially in choosing senior secondary subject options and multiple study pathways at the completion of secondary schooling.

2.6 The Guide on Life Planning Education and Career Guidance for Secondary Schools (“the Guide”) is drafted with reference to the “Recommendations” and the practical experiences gained in the last few years to provide greater support to schools to take forward a paradigm shift in career guidance towards life planning education. It serves as a guide for secondary schools to plan and implement life planning education and career guidance service for all of their students in a more co-ordinated and systematic manner. The Education Bureau (EDB) will further update and revise the Guide based on authentic practices and experiences accumulated by schools as and when necessary.

¹³ The recommendations in this paper are basically grounded on the Comprehensive Guidance Programme model advocated by Professor Norman C. Gysbers, Editor of Emeritus of University of Missouri-Columbia. This model has also been adapted by the Guidance and Discipline Section, Education Bureau, to develop guidance curriculum and services for primary schools since 2000.

¹⁴ For instance, resource packages on “Finding your colours of life: NSS Subject Choices and the Development of Career Aspirations” and “Career Mapping”, new seminar series titled “All For Students ♥ For All Students”, new workshops on “Individual Student Planning” and “Preparing Students for Successful Transition in the New Academic Structure”.

Part 3 Vision and Principles

3.1 Vision of Life Planning Education and Career Guidance

3.1.1 Through flexible connection with other relevant components of subject learning, authentic experiences for students and reflective practices through the cyclic process of Planning-Implementation-Evaluation (PIE) for continuous improvement, students are:

- provided with quality life planning education and career guidance service which are aligned with their developmental needs at different stages of growth;
- supported to make career decisions in accordance with their interests, abilities and orientations;
- empowered to make informed and responsible choices on their learning, career goals and other aspects leading to a meaningful life;
- assisted in managing and adapting to the transition from school to work; and
- better prepared for actualising individuals' potential through pursuit of their personal/career goals.

3.1.2 Our ultimate goal is to see all students, irrespective of their abilities, orientations and levels of study, being able to:

- understand their own career/academic aspirations;
- develop positive attitudes towards work and learning;
- connect/integrate their career/academic aspirations with/into whole-person development and life-long learning; and
- utilise the acquired knowledge, skills and attitudes whenever necessary.

3.2 *Six Recommended Principles*

3.2.1 The following SIX principles¹⁵ of life planning education and career guidance relevant to the local secondary school context are recommended for use by schools in drawing up their school-based life planning education and career guidance service:

- Life planning education and career guidance should **align with the developmental needs** of students at different stages of growth, thus **differential provision in service** should be considered.
- Life planning education and career guidance should be provided **to all students, irrespective of their abilities, orientations and levels of study.**
- Life planning education and career guidance are **means of empowerment** for students to **make informed and responsible choices** on their learning, career goals and other aspects of life.
- Life planning education and career guidance encourage students to **make study/career decisions in accordance with their interests, abilities and orientations.**
- Life planning education and career guidance promote career development of students which will better prepare them for **actualising individuals' potential** through pursuit of their personal/career goals.
- Life planning education and career guidance assist students **in managing and adapting to the transition from school to work**, and in the long run prepare them for life-long learning and leading to a rich life.

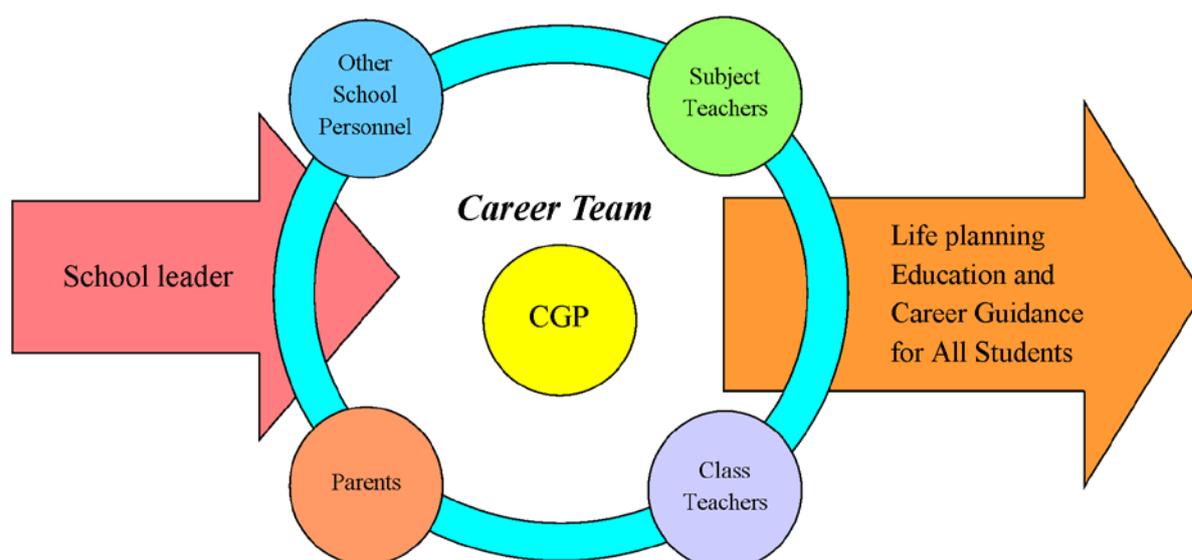
¹⁵ These key principles are consistent with their counterparts in Education Bureau (2009). [*Booklet 9: Student Guidance on Careers and Further Studies – Exploring the Future, Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation.*](#)

Part 4 Career Guidance Personnel (CGP)

4.1 Roles of Career Team

4.1.1 To facilitate students in life planning/career development, we advocate schools to plan and implement life planning education and career guidance service in a comprehensive manner. Hence, life planning education and career guidance service cannot be solely the responsibility of the career team. The service should be led by the school leaders, organised and supervised by CGP with the support of class teachers, subject teachers and other school personnel as illustrated in Figure 1.

Figure 1: School Personnel Involved in Life Planning Education and Comprehensive Career Guidance Service



4.1.2 Schools' Career Teams may consist of the following members:

- Principal, vice principal or a senior teacher (Career Master/Mistress) as the co-ordinator;
- Career teachers;
- Class teachers and subject teachers; and
- Curriculum development leaders, guidance teachers, school social workers, I.T. coordinators, administrative support staff.

4.1.3 Depending on the school context, the Career Team may perform

administration, operation and support functions.

➤ Administration

- To assist in formulation of school-based policy and plan; and
- To advise on co-ordination and collaboration of life planning education and career guidance programmes and activities.

➤ Operation

- To organise life-planning education and career guidance programmes and to liaise with external parties; and
- To evaluate the effectiveness of life planning education and career guidance service for continuous improvement.

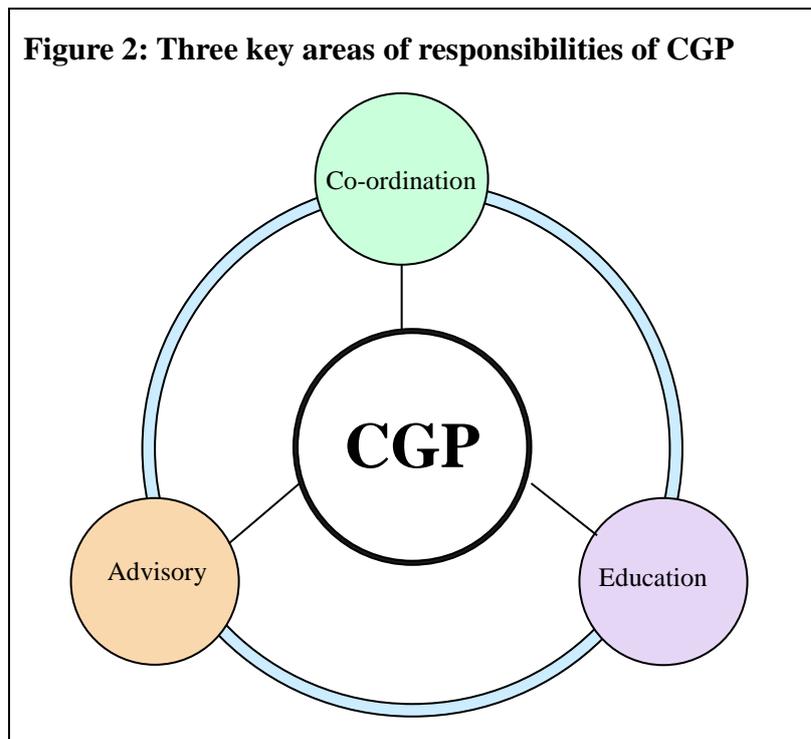
➤ Support

- To support other school personnel, e.g. class teachers and subject teachers, guidance teachers, school social workers, etc. in the delivery of life planning education and career guidance service;
- To build up partnership with parents, functional and subject committees in school, employers in the business and industrial sectors, and establish networks with local and overseas institutes and non-governmental organisations (NGOs) for collaboration in career guidance service; and
- To offer group and individual career advisory service to students.

4.2 Areas of responsibilities of CGP

4.2.1 Career guidance has an important role to play in student's whole-person development, given the grave need to cater for diverse student learning abilities/aptitudes, the flexibility of subject choices (including Applied Learning courses), the inclusion of career related experiences as part of the OLE and the need to construct Student Learning Profile (SLP). The CGP in schools may take on the following key areas of responsibilities (Figure 2):

Figure 2: Three key areas of responsibilities of CGP



➤ **Co-ordination**

- to collect, update and disseminate effectively all kinds of career information to support students, parents, teachers, and school leaders in life planning education and career guidance service (e.g. in the formulation of senior secondary subject option plan); and
- to liaise /forge strong partnership with parents, teachers, functional and subject teams, school leaders, other school personnel and external partners such as NGOs, employers in the business and industrial sectors, further studies institutions, (e.g. institutes that offer Applied Learning courses, certificate / diploma / high diploma / vocational courses for students with different learning abilities, including the non-Chinese speaking (NCS) students, students with special educational needs (SEN)) and community organisations (e.g. NGOs) in the planning and delivery of life planning education and career guidance service/programmes.

➤ **Advisory**

- to advise students individually and in groups, identify their career development problems and needs and coach them to find, develop and review their personal plans and career goals; and

- to advise students in their career related experiences and develop appropriate work attitude/reflective thinking skills in them.

➤ **Education**

- to draw up school based policy and implementation strategies on life planning education; integrate life planning education elements in the school curriculum; plan and initiate comprehensive, relevant and timely career guidance programmes for students; conduct career assessments; and organise professional development activities for teachers responsible for delivering life planning education and career guidance service.

4.2.2 The **key areas of responsibilities should connect flexibly with each other.** Though the focus may differ in different circumstances and in different context, they are not mutually exclusive and seldom function independently of one another. Space should be created for the CGP in order to expand the capacity to take forward the paradigm shift, co-ordinate comprehensive life planning education and career guidance service, and arrange career-related experience activities for students.

4.3 Teacher Professional Development

4.3.1 Schools are encouraged to make arrangements to release CGP or teachers concerned to attend relevant professional development courses¹⁶ and participate in seminars/talks/workshops to enhance the professional capacity to implement life planning education. In partnership with schools, we will work towards the objective of having **at least two teachers** of the Career Team having completed the structured training on life planning education and/or career guidance offered by the EDB or equivalent in the next three years. The EDB will review the progress of professional training and revise the strategy as and when necessary. Details of the training courses and application would be uploaded onto the Training Calendar (<http://tcs.edb.gov.hk>) when available.

4.3.2 Key aspects of professional development programmes for CGP include:

¹⁶ To equip CGP with the basic professional knowledge, skills and attitude, EDB annually organises two cohorts of “Certificate Course in Career Education for Secondary School Teachers”.

- Life planning education/career development
- Guidance Programmes/Activities
- Counselling Skills/Techniques
- Career Information
- Curriculum Planning

Further elaboration on these areas of professional development is in Appendix 1.

Part 5 Quality Life Planning Education and Career Guidance

5.1 *Shared Commitment*

5.1.1 Though career guidance is not new to our education system, schools are at different stages of development and are adopting a range of disparate approaches to career guidance. Irrespective of the approaches, a common ingredient of effective life planning education must be awareness among the teachers of their role as significant adults to guide students to prepare for self-understanding as well as a readiness to facilitate students to prepare for self-actualisation and potential-realisation based on that self-understanding. Hence, a policy statement endorsed by the Incorporated Management Committee (IMC)/School Management Committee (SMC) reflecting school's shared commitment towards a more coordinated and systemic approach is instrumental in guiding the planning, implementation and evaluation of life planning education for students in a realistic and practical manner. Schools may refer to the six principles recommended in Part 3 of this guide when making the policy statement and forward planning.

5.2 *School Self-improvement*

5.2.1. The School Development and Accountability (SDA) Framework¹⁷ introduced by the EDB in the 2003/04 school year advocates quality education through continuous self-improvement in schools by putting in place the PIE cycle.

5.2.2 Like other areas of school work, quality life planning education could be achieved through the cyclical PIE process which most schools are already familiar with. In the planning stage, schools are advised to make reference to it in auditing their current state of life planning education and career guidance service, formulating school-based goals and implementation strategies, setting success criteria and devising method of evaluation appropriate to their needs. Continuous self-improvement can be achieved through school's monitoring of the implementation and progress of the work plan, evaluation on an evidence-based approach and commitment to follow up

¹⁷ Education Bureau (2011). [*Guidelines on the Compilation of School Development Plan, Annual School Plan and School Report – to Promote School Development and Accountability through Strategic Planning \(Primary, Secondary and Special Schools\).*](#)

actions.

5.3 *Where to Start*

5.3.1 As junior secondary students and senior secondary students have different career development needs, especially in terms of options of studies and careers they will pursue, authentic understanding of their needs should be the starting point of planning for any school-based life planning education or career guidance programmes. Schools are advised to make use of different tools/methods, for instance, questionnaires and career assessment instruments to collect data, which reflect current situation of students in “Affective Development and Attitude”, “Social Development”, “Academic Performance” and “Non-academic Performance” (i.e. the four indicators of Student Performance¹⁸). The collected data are useful information for the planning of life planning and career guidance service.

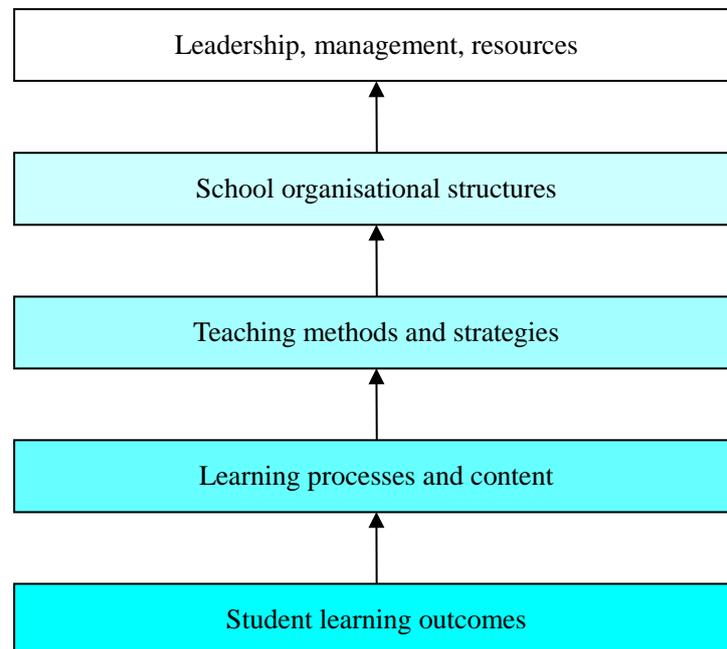
5.3.2 Planning for life planning education should take care of both the short-term (e.g. an annual plan), or long-term (e.g. a 3-year plan) needs. Under the SDA Framework, schools are required to draw up a School Development Plan (usually 3 years) and compile an Annual School Plan and Report. As we are undergoing a paradigm shift from career information dissemination towards life planning education, we recommend schools to consider inclusion of life planning education and career guidance as one of the major concerns in their school development planning. A template for work plan and report is provided in Appendix 2 for reference of schools.

5.3.3 Schools may make reference to “backward mapping” (Elmore’s suggestion, as cited in Dimmock, 2000), i.e. “begin with the end in mind and work backwards...starting with student learning outcomes”¹⁹. In other words, instead of planning the implementation of career guidance starting from very broad aims/strengths of teachers, the process may start from the expected student learning outcomes and/or career development needs of students at different stages of growth. For details of the “backward mapping” process, please refer to Figure 3 overleaf.

¹⁸ Education Bureau (2008). [*Performance Indicators for Hong Kong Schools 2008 with Evidence of Performance*](#) (p.27-28) [Accessed October 2011].

¹⁹ Dimmock, C. (2000). *Designing the Learning-Centred School* (p.28). London and New York: Falmer Press.

Figure 3: Process of “Backward Mapping” from Expected Student Learning Outcomes



5.4 *Manpower and Resources Planning*

5.4.1 Though the composition of schools’ Career Team will vary, a team of teachers and reasonable amount of administrative support is normally required for the effective and efficient planning, implementation and evaluation of life planning education and career guidance activities/programmes.

5.4.2 The Head of the Career Team, usually the Career Master/Mistress, should normally be assisted by some trained career teachers. CGP should be given space so that they can also provide direct student services, such as individual career guidance when it is needed.

5.4.3 CGP may capitalise on resources, such as the recurrent cash grant, those from other community organisations, business and industrial sectors, alumni or professional bodies, to enrich the experiences of students.

5.5 *Physical Setting*

5.5.1 Like other student activities or programmes, many of the career guidance activities/programmes can be conducted in classrooms and the school hall. Nevertheless, a physical setting that ensures protection of student privacy and provides a favourable environment for building CGP-student rapport is more desirable in career advisory service for individuals or small group of students.

5.5.2 Besides making good use of the School Intranet to disseminate career information, schools are encouraged to display relevant materials in an easily accessible area in school (e.g. on notice boards, in career resource corners) so as to facilitate students and teachers to access to and share among themselves the useful information.

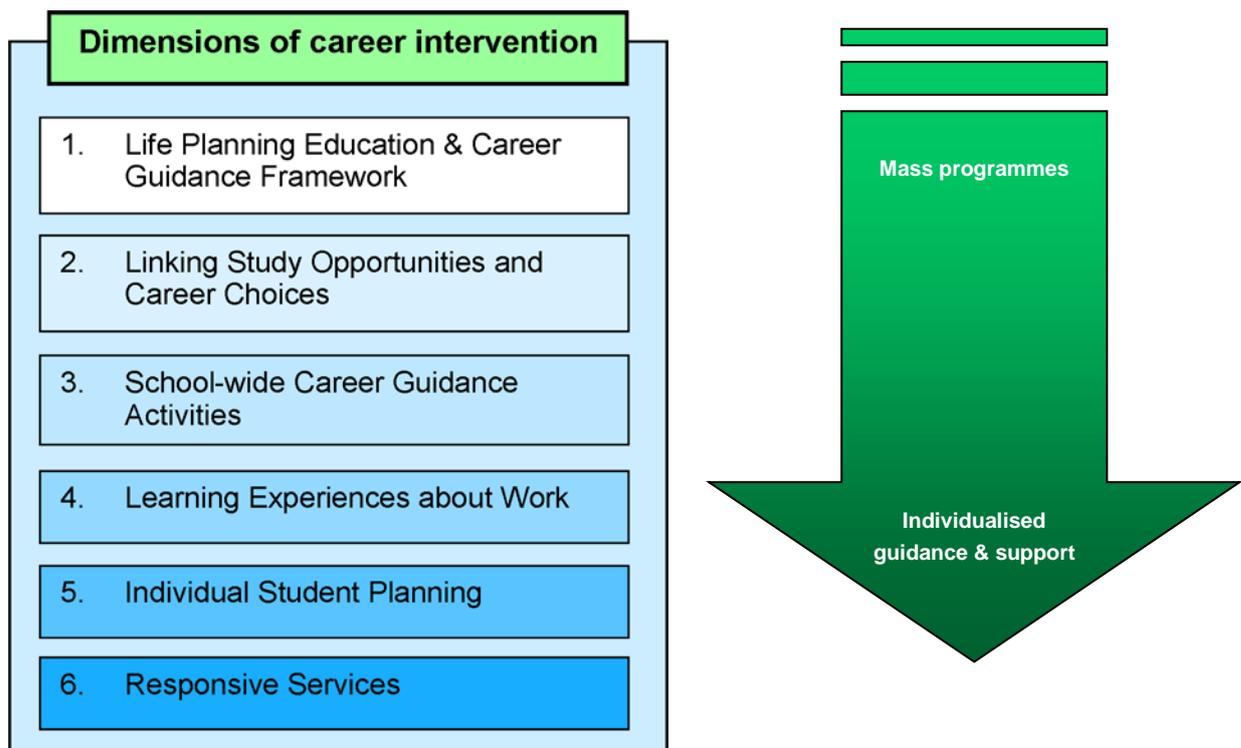
Part 6 Implementation of Life Planning Education and Career Guidance

6.1 Six Dimensions of Career Intervention

6.1.1 Given the importance of life planning education to the holistic development of students, it should be promoted as early as possible in a student's school life and in a co-ordinated and systematic manner.²⁰

6.1.2 Based on the identified needs of students, schools can design their implementation plan with different dimensions of career intervention, making use of the available school/government/community resources. Schools are suggested to include the following **six dimensions of career intervention** (Figure 4 refers) in their life planning education plan.

Figure 4: Six Dimensions of Career Intervention



6.1.3 To secure student learning outcomes, school leaders and CGP are advised where applicable to outline specifically the contents, lesson time and resources for each of the dimensions, with reference to their understanding of students' career development needs and school mission, making the provision

²⁰ Education Bureau, Career Guidance Service webpage.

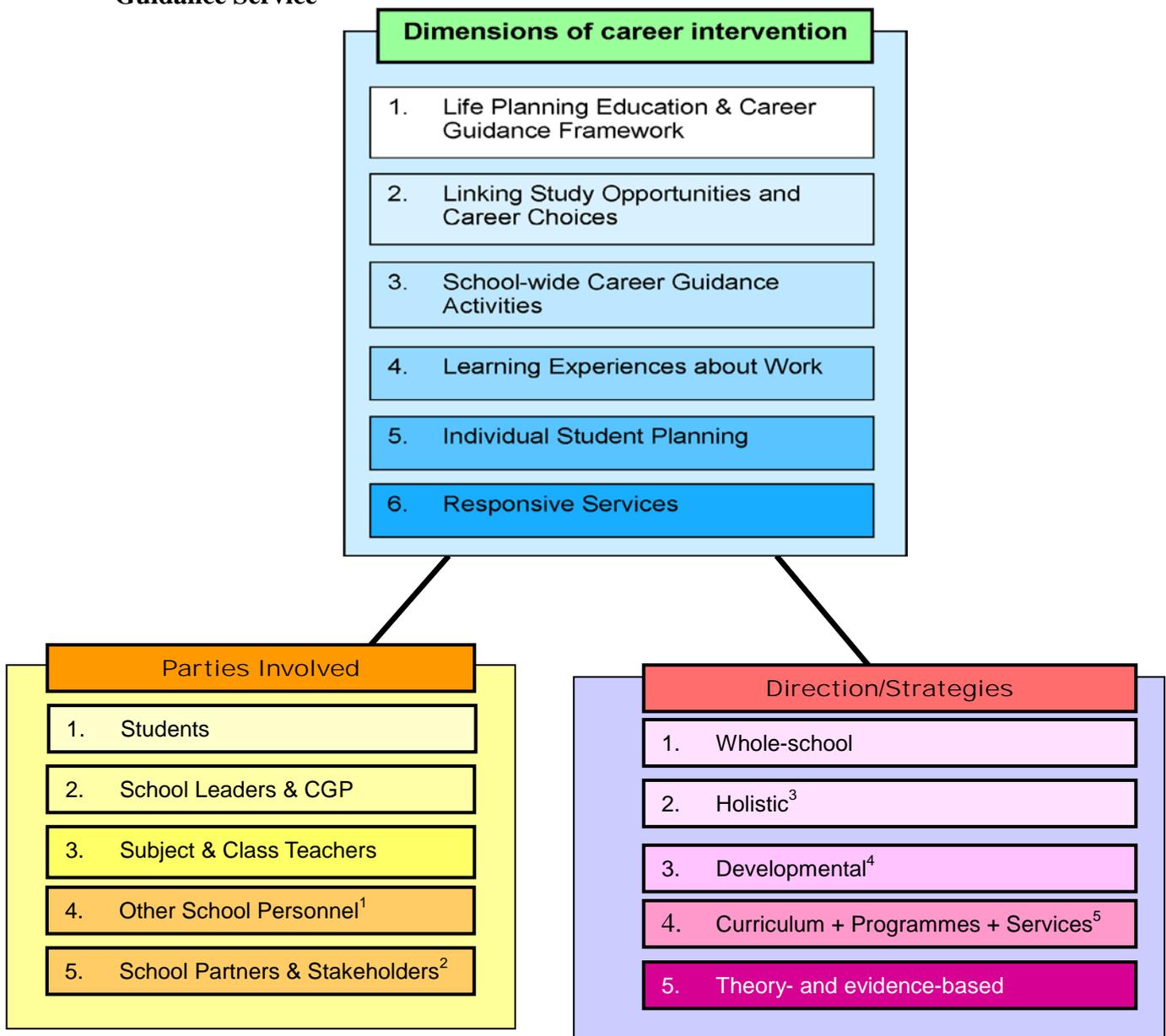
of career intervention school-based, evidence-based and professional. To enhance student learning outcomes, school leaders and the heads of the Career Team are advised to:

- examine the roles and responsibilities presently shouldered by the various functional groups and subject committees, as student support programmes usually involve a mix of academic, personal, social, career and guidance elements;
- review the student support programmes critically, for instance, making sure that all programmes and activities, including career guidance service, are goal-directed (i.e. focused on the expected student learning outcomes);
- encourage the functional groups and subject committees to explore ways to work smart, for instance, cutting/scaling down school activities which yield little/diminishing educational impact/student learning outcomes; and
- take the lead in planning and implementing life planning education and a comprehensive career guidance programme, key components of which are summarised in Figure 5 for easy reference.

6.1.4 The ultimate purpose of promoting career and life planning in students is to motivate them to plan their future as a holistic person in partnership with guidance, discipline, extra-curricular activities, community services and other expertise in student development.

6.1.5 Whenever and wherever appropriate, the Career Team should liaise/forge strong partnership with parents, teachers, school leaders, other school personnel, employers, institutes of further studies and community organisations in the planning and delivery of life planning education and career guidance service/programmes.

Figure 5: Key Components of Comprehensive Life Planning Education and Career Guidance Service



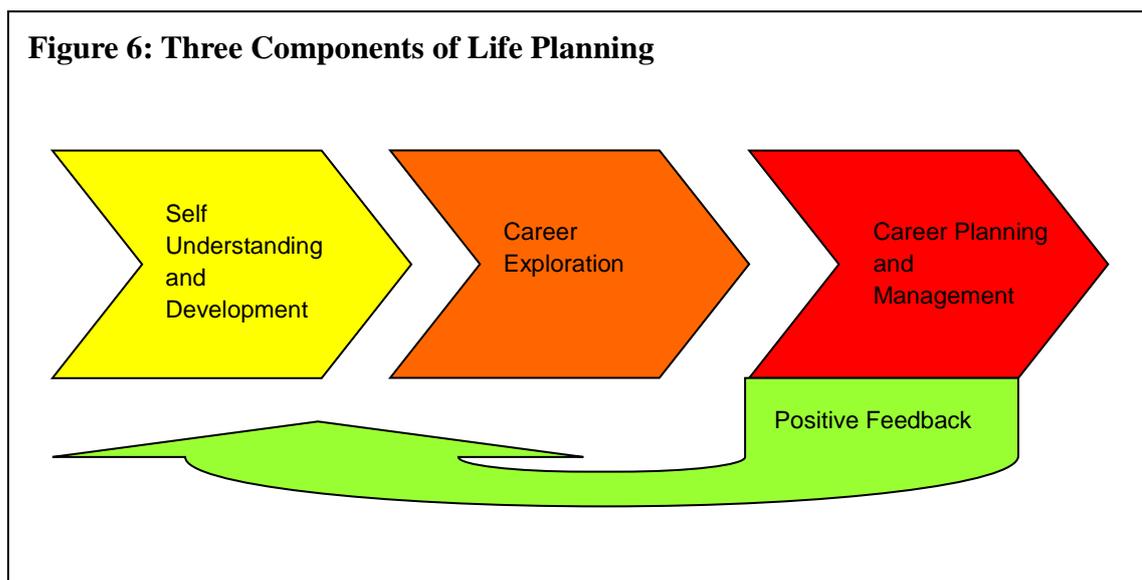
Keys:

1. Examples: school social worker, I.T. co-ordinator, administrative support staff
2. Examples: parents, employers, institutes of further studies and community organisations
3. Based on the four indicators of student performance, i.e. career development, academic development and personal/social development
4. Based on students’ developmental needs at different stages of growth, e.g. cyclical process of “Self Understanding and Development”, “Career Exploration” and “Career Planning and Management”
5. Implemented in formal and para- curriculum through programmes and services

6.2 *A Pragmatic and Theoretically Sound Model*

6.2.1 Life planning education and career guidance support the whole-person development and life-long learning of students and are integral parts of the holistic school curriculum. They should be delivered in a coordinated and systematic manner geared towards the needs of all students irrespective of their abilities, orientations and developmental stages.

6.2.2. Figure 6 below is a proposed life planning or career development model consisting of three components, i.e. “Self Understanding and Development”, “Career Exploration”, and “Career Planning and Management”. The career related knowledge, life planning and work skills as well as work attitude that we expect from students can be expressed through the proposed model which suggests a positive relationship among its three components.



6.3 *Learning Elements*

6.3.1 The model can be applied flexibly in different school contexts with different student intakes. Detailed learning elements categorised under these three components, divided roughly into the junior and senior secondary levels, are proposed in Figure 7 for consideration and reference of schools.

Figure 7: Suggested Learning Elements in Life Planning Education

Components of Career Development	Learning Elements for Junior Secondary Students	Learning Elements for Senior Secondary Students
<p>Self-understanding and Development - to understand one-self and the impact of external influences</p>	<ul style="list-style-type: none"> ✓ Make an realistic self-assessment of achievements, qualities, aptitudes and abilities ✓ Relate and use the self-assessment outcomes to build self-confidence and positive self-image ✓ Relate results of self-assessment to academic and career goal setting ✓ Formulate short and medium term goals by goal-setting, review, reflection and planning ✓ Be aware of stereotyping in career and work 	<ul style="list-style-type: none"> ✓ Have a multifaceted review and reflections on their learning experiences to promote a holistic understanding of their achievements, qualities, aptitudes, abilities and personal/career aspirations ✓ Integrate personal growth and change into career development ✓ Formulate medium and long term goals and career/learning targets ✓ Understand problems and sources of stereotyping and demonstrate attitudes or values that go beyond them
<p>Career Exploration - to investigate options (opportunities and constraints) of learning and work</p>	<ul style="list-style-type: none"> ✓ Identify and use a variety of sources of career information ✓ Take initiative to seek guidance or support from relevant people in school or in family ✓ Be aware of the opportunities and constraints offered by various study choices or options ✓ Integrate information and use research skills to select, analyse, and evaluate various study choices or options 	<ul style="list-style-type: none"> ✓ Recognise and understand the differences between vocation, career, work, occupation and job ✓ Recognise employment trends and associated learning opportunities ✓ Identify, select and use career information related to study or occupational choices critically ✓ Understand the qualification system; and comprehend qualifications required and offered by various study or training options ✓ Relate and integrate learning outcomes from Career Related Experiences or work-based learning into exploration of study, training and work options ✓ Critically evaluate relation of various opportunities to their own career goals

<p>Career Planning and Management</p> <p>- to make decisions, formulate and act out plans to manage changes and transition in learning and work</p>	<ul style="list-style-type: none"> ✓ Set tentative study plan in senior secondary education with or without connectedness with personal or career goals/aspirations ✓ Be aware of and prioritise impacts of external influences (e.g. from parents and peers) in goal-setting ✓ Understand and apply decision making techniques ✓ Be aware of sources of information, guidance and advice from various sources and use them appropriately ✓ Make informed and responsible senior secondary subject choices of their study ✓ Make contingency plan on their senior secondary study choices ✓ Relate tentative senior secondary study choices to realistic and practical plan that fosters actualisation of goals ✓ Organise and present personal information and plan 	<ul style="list-style-type: none"> ✓ Establish learning or career goals/aspiration ✓ Set tentative occupational preference and related study/training targets ✓ Evaluate the impact of external influences (e.g. from family, socio-economic setting, employers' expectations) and reconcile these influences with aspirations of oneself ✓ Understand, select and apply decision making techniques ✓ Critically compare study, training and occupation options ✓ Consider various factors that influence career decisions, including finance and changes in socio-economic context ✓ Evaluate and make critical use of unbiased, impartial and updated information and guidance from various sources ✓ Develop skills and attitudes in presenting their personal attributes, employability skills and study/career goals ✓ Develop and master generic and employability skills that prepare them for transition to work ✓ Consider and integrate changing employment trends, societal needs and economic condition into their career plans
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6.3.2 Schools are recommended to make reference to the above major career education theories and current career counselling models²¹, relevant learning elements and school contextual factors in planning for school-based programmes/activities.

6.3.3 Schools are also advised to implement life planning education and

²¹ Major theories in career education may include HOLLAND'S "Theory of Vocational Personalities and Work Environments", SUPER'S "Life Span, Life-space Approach", "Social Cognitive Career Theory", etc.

career guidance through integration and collaboration with academic subjects, Applied Learning as well as other student support services such as Moral and Civic Education, Life Education and Life Skills Development, etc. Schools may refer to the [Basic Education Curriculum Guide \(Booklet 6\)](#) and [Senior Secondary Curriculum Guide \(Booklet 9\)](#) for integrating career development elements into the school curriculum.

6.3.4 Based on the proposed life planning or career development model in Figure 6, a practical example on how life planning education and career guidance can be implemented and integrated into the school curriculum is provided in Figure 8.

6.4 Delivery Mode

6.4.1 Life planning education and career guidance service can be delivered flexibly through various modes within the school timetable or outside school hours. They can be taught as

- Part of Personal, Social and Humanities Education through Liberal Studies, Moral and Civic Education lessons;
- Part of other academic subjects to build up a connectedness between their secondary education and further studies/ career path through career-related activities;
- Part of Applied Learning or career related experience learning;
- Part of class-based comprehensive personal growth programmes; and/or
- Comprehensive career guidance programmes.

6.4.2 It is difficult to set rigid criteria on time allocated for life planning education. However, reasonable time which can include formal lesson time (e.g. class teacher periods), after-school sessions, outside school hours and some school holidays can be reserved in the school calendar for delivering the life planning and career-related activities (e.g. career visits and work experience schemes).

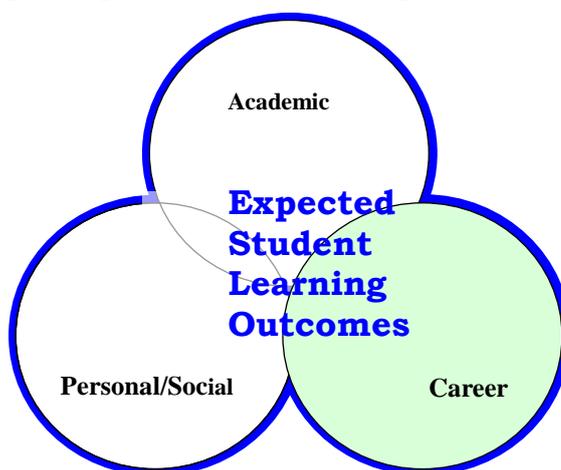
Figure 8: A Framework of Enhancing Career-related Experiences for Secondary School Students (© 2008 Hong Kong Association of Careers Masters and Guidance Masters)

Guidance and Counselling for Individuals	Career Guidance and Counselling for individual students													
Enabling Individual Student Planning (Assessment → Guidance → Portfolio building)	Initial Senior Secondary Study Plan	Revision of Senior Secondary Study Plan	Education and career interests research paper	Reflective construction of Student Learning Profile										
	Academic aptitude assessments	● Personality and traits tests	Career tests ● Career interests, career plan, career values	Completion of Individual Student Planning ● Assessment of transferable skills										
Facilitating Learning Experiences about Work	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #FFD700;">Job Shadowing and Work Experience Scheme</td> </tr> <tr> <td colspan="2" style="background-color: #FFD700;">Professional/Business Partnership Programmes</td> </tr> <tr> <td colspan="2" style="background-color: #FFD700;">Mentorship Programmes jointly organised with NGOs, alumni association and PTA</td> </tr> <tr> <td style="background-color: #FFD700;">Applied Learning Taster Programmes</td> <td style="background-color: #FFD700;">Applied Learning Courses</td> </tr> <tr> <td colspan="2" style="background-color: #FFD700;">Career visits</td> </tr> </table>				Job Shadowing and Work Experience Scheme		Professional/Business Partnership Programmes		Mentorship Programmes jointly organised with NGOs, alumni association and PTA		Applied Learning Taster Programmes	Applied Learning Courses	Career visits	
Job Shadowing and Work Experience Scheme														
Professional/Business Partnership Programmes														
Mentorship Programmes jointly organised with NGOs, alumni association and PTA														
Applied Learning Taster Programmes	Applied Learning Courses													
Career visits														
Organising School-wide Career Guidance Activities	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #CCCCFF;">Mock job searching activities and interview workshops for job search and university admission</td> </tr> <tr> <td colspan="2" style="background-color: #CCCCFF;">Guidance programmes on university admission and course selection</td> </tr> <tr> <td colspan="2" style="background-color: #CCCCFF;">University Taster Programmes or Camps</td> </tr> <tr> <td style="background-color: #CCCCFF;">Guidance programmes on further studies, training opportunities, streaming and subject choices</td> <td style="background-color: #CCCCFF;">Revision of Senior Secondary Study Plan</td> <td colspan="2" style="background-color: #CCCCFF;">Visiting local universities</td> </tr> </table>				Mock job searching activities and interview workshops for job search and university admission		Guidance programmes on university admission and course selection		University Taster Programmes or Camps		Guidance programmes on further studies, training opportunities, streaming and subject choices	Revision of Senior Secondary Study Plan	Visiting local universities	
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Linking study opportunities and career choices	Connection of subjects and occupational choices	Education and Career opportunities of individual subjects												
Formulating a Career Guidance Curriculum	Integrated Life Education Curriculum (meaning of work, understanding self, career projects or interviews)	Career & Life Skills Curriculum (Educational planning, career research paper, understanding self)	Career & Life Skills Curriculum (Educational and vocational goals setting, understanding of the world of work, e.g. trends of local economy, work ethics)	Career & Life Skills Curriculum (Educational and vocational goal setting, career planning, job search skills, understanding self e.g., life roles, understanding of the world of work e.g., qualification framework, work ethics)										
	Assessment of students' needs with group assessment instruments, e.g. self-efficacy inventories developed by Life Skills Development and Comprehensive Guidance Programme													
	S.1-3	S.4	S.5	S.6										
Dimensions of Intervention	STUDY LEVELS													

Part 7 Assessment and Evaluation

7.1 Many life planning and guidance programmes would target at several aspects and inter-related student learning outcomes (Figure 9 refers).

Figure 9: Relationship of Expected Student Learning Outcomes and the Four Areas of Student Development



7.2 To make intended student learning outcomes happen, schools would need to make professional judgements on their use of different career intervention strategies with the support of assessment and evaluation outcomes. Evaluation can be made through different assessment tools/methods, some of which are listed below for consideration of schools:

- Assessment Programme for Affective and Social Outcome (APASO) for secondary schools and career development self-efficacy inventory²² which help teachers to identify student needs as well as follow through their progress/changes in different aspects and stages of development;
- Quantitative and qualitative feedback from students on the life planning and career guidance programmes and activities, with questions so designed as to measure whether the success criteria as stated in the annual programme plan can be met; and
- Individual Student Planning Programme which helps students to reflect on their learning experiences and connect to self-understanding, learning goals, preparation for transition and

²² Useful tools can be found from the QEF sponsored project, Yuen, M. T. et al. (Eds.) (2004). *Life Skills Development and Comprehensive Guidance Programme Series*. Hong Kong, China: Life Skills Development Project, Faculty of Education, The University of Hong Kong.

development of personal plans and career goals²³.

- Secondary 6 Students' Pathway Survey which provides teachers with valuable information on the multiple pathways of school leavers for reference in the planning and evaluation of career guidance service to meet the career aspirations of students.

7.3 Nevertheless, due to variations in student intake, student background and abilities, schools should set their expectations of student performance at reasonable levels according to the school context and have a good grasp of student performance and progress through regular assessment so as to review the effectiveness of their work.²⁴

²³ Useful resource packages can be found from the CDI's partnership project with HKACMGM on [Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations](#) (2008) and [Career Mapping: Career Development Tool for Senior Secondary Students](#) (2009).

²⁴ Education Bureau (2008). [Performance Indicators for Hong Kong Schools 2008 with Evidence of Performance](#) [Accessed October 2011].

Part 8 Support Measures

8.1 *For Schools*

8.1.1 To facilitate schools in promoting life planning education and career guidance service, support measures in various forms would be provided by the EDB to schools and different stakeholders including school administrators, teachers, students and parents.

Career and Life Planning (CLP) Grant

8.1.2 The Chief Executive in his Policy Address 2014 announced, inter-alia, the provision of a recurrent cash grant²⁵ to all public sector schools operating classes at senior secondary levels with effect from the 2014/15 school year. The CLP Grant is outside the Expanded Operating Expenses Block Grant (EOEBG)/Operating Expenses Block Grant (OEBG). It will be revised annually in line with the adjustment to the mid-point salary of the Graduate Master Pay Scale.

8.1.3 The prime aim of the CLP Grant aims to expand the capacity of schools and their responsible teaching team so as to take forth a paradigm shift from career information dissemination to implementation of more life planning education elements in a holistic and systematic manner. Specifically, schools have to enrich the contents and expand the scope of their existing level of career guidance service so as to help students understand their own career/academic aspirations, develop positive attitudes towards work and learning and integrate their career/academic aspirations with/into whole-person development and life-long learning. The Grant should primarily be used for its key purpose of empowering and enhancing the capacity of the teaching team for life planning education. Where circumstance allows, schools then may use the remainder of the grant to enrich relevant school-based services for students, such as providing career-related learning beyond the classroom. Services may include financing needy students' participation in career exploration; engaging authentic experts, business people and alumni; running real business guided by teachers; and other services relevant to life planning education. Schools should refer to relevant EDB circulars and guidelines as appropriate in handling matters such as recruitment, hire of services, procurement of goods and services, etc. Details of the CLP Grant can be

²⁵ The provision of the recurrent grant is benchmarked to Graduate Master's mid-point salary which is \$494,340 per annum at the 2013 salary level.

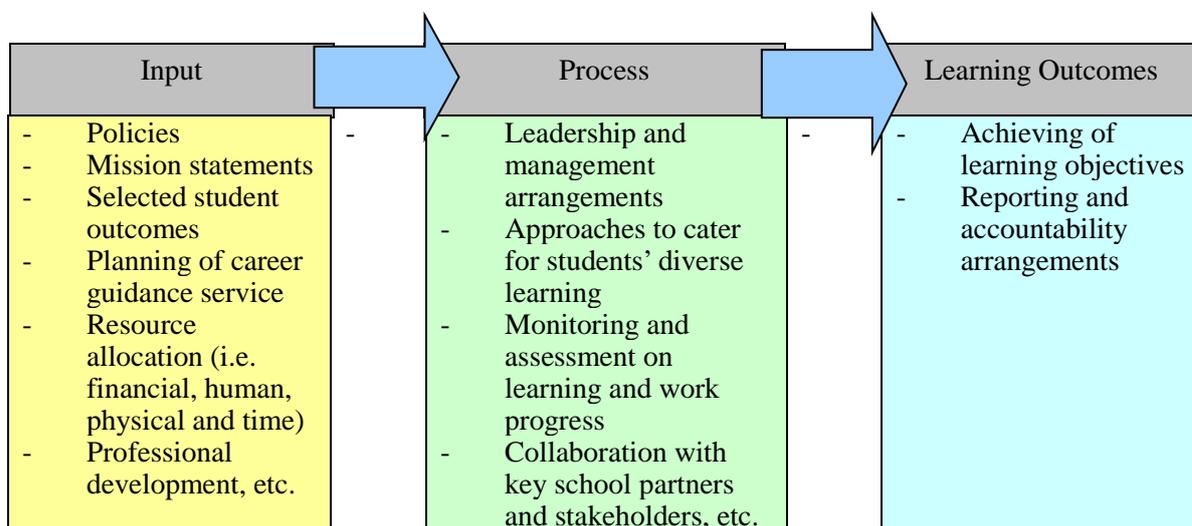
found in the EDB Circular No. 6/2014.

8.1.4 The CLP Grant should not be deployed for purpose other than those set out in para 8.1.3. To ensure that the recurrent grant is purposefully utilised to achieve the intended objectives, schools should designate their career master/mistress to spearhead the paradigm shift towards a holistic approach to life planning education and career guidance, to support the IMC/SMC in formulating school-based planning and strategy contributing towards effective life planning education for students and to act as the school co-ordinator of the service.

School-based Support

8.1.5 School-based support would be provided to individual school through consultancy visits and professional exchanges with the CGP. To facilitate dialogue between schools and the visiting school development officers from EDB, the work of school on life planning education and career guidance would be examined and discussed with reference to the three-step process illustrated in Figure 10:

Figure 10: Three-step Process for Examining and Reviewing Life Planning Education and Career Guidance Service in school



Training for Teachers and School Personnel

8.1.6 Apart from regular certificate courses²⁶, other professional

²⁶ To equip CGP with the basic professional knowledge, skills and attitude, EDB annually organises two cohorts of “Certificate Course in Career Education for Secondary School Teachers”.

training such as Professional Development Schools Scheme, Teacher Secondment Scheme, thematic seminars and workshops for various school personnel, experience sharing and dissemination of effective practices will be arranged from time to time to enhance the professional capacity as well as to promote professional exchanges among schools and CGP.

Career Guidance Service Webpage

8.1.7 A dedicated webpage at the EDB website (www.edb.gov.hk/cgs) has been set up to provide a platform for dissemination of updated information on further studies, vocational training, and careers opportunities as well as resources on life planning education and career guidance for use of teachers.

Career Guidance Resources

8.1.8 To facilitate schools implementing life planning education and career guidance service, the EDB has worked in partnership with the HKACMGM to develop two resource packages namely “[Career Mapping 生涯地圖](#)” and “[Finding Your Colours of Life 尋找生命的色彩](#)”.

8.2 For Students

Career Exploration Tool

8.2.1 A website and mobile application "[e-Navigator: Multiple Pathways under the New Academic Structure](#)" is developed jointly by the EDB and HKACMGM. It is a career exploration tool that helps students search for programme information across different local institutions and levels (e.g. degrees, higher diplomas and associate degrees). Besides, students can get access to other programmes from the Qualifications Register.

Career Guidance Service Webpage

8.2.2 A dedicated webpage at the EDB website (www.edb.gov.hk/cgs) has been set up to provide students with updated information on local and overseas further studies, vocational training, and careers opportunities as well as knowledge and guidance on life planning.

Business School Partnership Programme (BSPP)

8.2.3 The scope of the BSPP would be expanded with a view to offering more career related activities and work experience opportunities for students to

further extend their views. Students are encouraged to participate in the BSPP activities via their own schools. Schools and students may visit the EDB website (www.edb.gov.hk/bspp) for details and latest information.

8.3 *For both Parents and Students*

Thematic Talks

8.3.1 Thematic career talks to keep students and parent abreast of the latest information on further studies, vocational training, career opportunities, trend of the working world, introductions to different industries and professions as well as good parenting are conducted throughout the year.

Professional Development Needs for Life Planning Education

The followings are the required professional knowledge, skills and attitude for life planning education.²⁷ Contents of the table serve as the guiding framework for professional development programmes offered by EDB.

Area	Content
Career Development	<ul style="list-style-type: none"> • Career development theories • Youth psychological development theories • Theories and strategies of career intervention • Understanding of the potentials, learning and career development needs of students with different learning abilities
Guidance Programmes/Activities	<ul style="list-style-type: none"> • Self-exploration activities • Career interest/inclination tests (qualitative and quantitative) and their applications
Counselling Skills/Techniques	<ul style="list-style-type: none"> • Guidance approaches and selective appropriation in school context • Micro-career counselling and life skills training applicable in individual or group counselling, including those with diverse learning needs
Career Information	<ul style="list-style-type: none"> • Management of career information and resources • Conceptual understanding of the world of work • Application of employment-related knowledge and learning • Connections with external links and sources of information in relation to further studies, training and work
Curriculum planning	<ul style="list-style-type: none"> • Theories and practical strategies in career and life skills curriculum planning, implementation and evaluation • Creating career-related experiences for all students through various ways with support from the stakeholders and resources from the community • Mapping of life planning education with the whole school curriculum • Coordination with subject committees in school and external links in respect to career related curriculum contents
Others	<ul style="list-style-type: none"> • Attitudes and values related to career guidance and counselling • Professional codes or ethics in guidance and counselling

²⁷ Adapted from the Certificate Course in Career Education for Secondary School Teachers (100 hours), 2010/11 school year, run by the EDB and 梁湘明 (2007)《青少年生涯發展服務培訓計劃教材套》，中國香港：社聯。

(Template)

Work Plan/Report on Life Planning Education and Career Guidance Service

This is a proposed framework for planning, monitoring and evaluation purposes. Schools are free to adopt the format to suit specific needs.

Name of school: _____

School Year : _____

Objectives: e.g.	Strategies: e.g.	Monitoring/Evaluation: e.g. (both quantitative and qualitative):	Allocation of the CLP Grant: e.g.
<ul style="list-style-type: none"> ● <i>What is the current state of life planning education and career guidance service?</i> ● <i>Where does the school plan to go?</i> <p>(Please indicate the specific objectives to be achieved, having regard to school context factors.)</p>	<ul style="list-style-type: none"> ● <i>How to achieve the objectives set?</i> ● <i>What is the professional development plan?</i> ● <i>What are the key activities for students and for parents?</i> <p>(Please indicate the details of the relevant plans.)</p>	<ul style="list-style-type: none"> ● <i>How good are the programmes/ activities/events to address the diversified needs of students?</i> ● <i>How do we know their effectiveness?</i> ● <i>How will the evaluation results be shown?</i> <p>(Schools may make reference to the attachment of Appendix 2 for reflective questions.)</p>	<ul style="list-style-type: none"> ● <i>For employment of staff (e.g.)</i> ● <i>For school-based programmes. (e.g.)</i> <p>(Please indicate areas of expenditure of the CLP Grant.)</p>

**Reference Information for Facilitating Schools' Self-evaluation on
Life Planning Education and Career Guidance Service**

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 parents?
6. Do students make use of a range of information sources (e.g. requirements and procedures to pursue further studies, the Qualifications Framework, job search materials, etc) and devise practical plans to equip themselves?
7. Is the role of the Qualifications Framework (QF) 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?