Life Planning Education

Career Guidance Section
May 2014
Three Components in Life Planning Process

- Self Understanding and Development
- Career Exploration
- Career Planning and management

Positive Feedback
Self Understanding and Development

- Understand their interests, abilities and career inclinations
- Develop life planning skills including goal setting, problem solving, reflective thinking and personal planning
Career & Life Planning

Real Work Experience
(Work attachment or placement)

Career-related Learning in Mediated Real-life Experience
Running real businesses guided by teachers/experienced experts (e.g., shops, stalls, radio station) or taking up short-term real-life tasks (e.g., museum curators)

Career-related Learning beyond the Classroom
Through meeting authentic experts, business people and alumni (e.g., talks from local private firms, business mentors, interviewing people/parents/alumni as ‘reporters’)
Through visits (e.g., university tours) and projects on further study opportunities/different firms and workplaces

Career-related Learning in the Classrooms
Through subject learning (e.g., career in school-based Science curriculum)
Through Class teacher’s periods or MCE/Life-skills sessions
Through direct advice and guidance from teachers (e.g., Careers teachers)

Through discussion with students about target-setting related to learning and career planning during preparation of SLFs
Career Exploration

- Career-related learning in the classroom
  e.g. subject learning, class teacher periods, project learning

- Career-related learning beyond the classroom
  e.g. meeting authentic experts, workplace visits

- Career-related learning in real-life experience
  e.g. running real business, taking up short-term real-life tasks

- Real work experience
  e.g. work attachment

1st Edition

Career Guidance Section
School Development Division, Education Bureau
(May 2014)
# Implementation Guide

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Vision

- Provide quality service
- Support career decision making
- Support transition from school to work
- Prepare for actualizing one’s potential through the pursuit of personal/career goal
**Goal**

**Students are able to**

- Understand their own career/ academic aspirations
- Develop positive attitudes
- Connect career aspirations with whole-person development and life-long learning
- Utilize the acquired knowledge, skills and attitudes
Six Recommended Principles

- align with the students’ developmental needs
- to all students, irrespective of their abilities, orientations and levels of study
- make informed and responsible choices
Six Recommended Principles

- make study/career decisions in accordance with their interests, abilities and orientations
- actualising individuals’ potential
- manage and adapt to the transition from school to work
School Personnel involved

Career Team

- Other School Personnel
- Subject Teachers
- Class Teachers
- Parents
- CGP

Life planning Education and Career Guidance for All Students

School leader
Areas of responsibility of Career Guidance Personnel
Quality Life Planning Education

- Shared commitment
- School Self-development
- SDA Framework
- P-I-E cyclical process
Planning

- Objectives
- Strategies
- Monitoring / Evaluation
- Allocation of Resources
Implementation

Six Dimensions of Career Intervention

1. Life Planning Education & Career Guidance Framework
2. Linking Study Opportunities and Career Choices
3. School-wide Career Guidance Activities
4. Learning Experiences about Work
5. Individual Student Planning
6. Responsive Services
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<th>Six Dimensions of Career Intervention</th>
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<td>Life Planning Education Framework</td>
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<td>Link study opportunities to career choices</td>
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<td>Individual life planning</td>
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Implementation

Delivery Mode
- Part of PSHE
- Part of academic subjects
- Part of Applied Learning or career related experience learning
- Part of personal growth program
- Comprehensive career guidance program
- Others
### Figure 8: A Framework of Enhancing Career-related Experiences for Secondary School Students

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<th>Dimensions of Intervention</th>
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<th>Reflective construction of Student Learning Profile</th>
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<td>Enabling Individual Student Planning</td>
<td>Initial Senior Secondary Study Plan</td>
<td>Revision of Senior Secondary Study Plan</td>
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<td>(Assessment → Guidance → Portfolio building)</td>
<td>Academic aptitude assessments</td>
<td>Personality and traits tests</td>
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<td></td>
<td>● Career interests, career plan, career values</td>
<td></td>
</tr>
<tr>
<td>Facilitating Learning Experiences about Work</td>
<td>Job Shadowing and Work Experience Scheme</td>
<td>Professional Business Partnership Programmes</td>
</tr>
</tbody>
</table>
| Organising School-wide Career Guidance Activities | Guidance programmes on further studies, training opportunities, streaming and subject choices | Revision of Senior Secondary Study Plan | Visiting local universities | /></td>
| 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 |

<table>
<thead>
<tr>
<th>STUDY LEVELS</th>
<th>S.1-3</th>
<th>S.4</th>
<th>S.5</th>
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## Suggested Learning Elements in Life Planning Education

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<th>Components of Career Development</th>
<th>Learning Elements for Junior Secondary Students</th>
<th>Learning Elements for Senior Secondary Students</th>
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<tr>
<td><strong>Self-understanding and Development</strong></td>
<td>✓ Make an realistic self-assessment of achievements, qualities, aptitudes and abilities</td>
<td>✓ 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</td>
</tr>
<tr>
<td>- to understand one-self and the impact of external</td>
<td>✓ Relate and use the self-assessment outcomes to build self-confidence and positive self-image</td>
<td>✓ Integrate personal growth and change into career development</td>
</tr>
<tr>
<td>influences</td>
<td>✓ Relate results of self-assessment to academic and career goal setting</td>
<td>✓ Formulate medium and long term goals and career/learning targets</td>
</tr>
<tr>
<td></td>
<td>✓ Formulate short and medium term goals by goal-setting, review, reflection and planning</td>
<td>✓ Understand problems and sources of stereotyping and demonstrate attitudes or values that go beyond them</td>
</tr>
<tr>
<td></td>
<td>✓ Be aware of stereotyping in career and work</td>
<td></td>
</tr>
<tr>
<td><strong>Career Exploration</strong></td>
<td>✓ Identify and use a variety of sources of career information</td>
<td>✓ Recognise and understand the differences between vocation, career, work, occupation and job</td>
</tr>
<tr>
<td>- to investigate options (opportunities and constraints)</td>
<td>✓ Take initiative to seek guidance or support from relevant people in school or in family</td>
<td>✓ Recognise employment trends and associated learning opportunities</td>
</tr>
<tr>
<td>of learning and work</td>
<td>✓ Be aware of the opportunities and constraints offered by various study choices or options</td>
<td>✓ Identify, select and use career information related to study or occupational choices critically</td>
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<tr>
<td></td>
<td>✓ Integrate information and use research skills to select, analyse, and evaluate various study choices or options</td>
<td>✓ Understand the qualification system; and comprehend qualifications required and offered by various study or training options</td>
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<td></td>
<td></td>
<td>✓ Relate and integrate learning outcomes from Career Related Experience or work-based learning into exploration of study, training and work options</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Critically evaluate relation of various opportunities to their own career goals</td>
</tr>
<tr>
<td><strong>Career Planning and Management</strong></td>
<td>✓ Set tentative study plan in senior secondary education with or without connectedness with personal or career</td>
<td>✓ Establish learning or career goals/aspiration</td>
</tr>
<tr>
<td>- to make decisions, formulate and act out plans to</td>
<td>goals/aspirations</td>
<td>✓ Set tentative occupational preference and related study/training targets</td>
</tr>
<tr>
<td>manage changes and transition in learning and work</td>
<td>✓ Be aware of and prioritise impacts of external influences (e.g. from parents and peers) in goal-setting</td>
<td></td>
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<tr>
<td></td>
<td>✓ Understand and apply decision making techniques</td>
<td>✓ Evaluate the impact of external influences (e.g. from family, socio-economic setting, employers' expectations) and reconcile these influences with aspirations of oneself</td>
</tr>
<tr>
<td></td>
<td>✓ Be aware of sources of information, guidance and advice from various sources and use them appropriately</td>
<td>✓ Understand, select and apply decision making techniques</td>
</tr>
<tr>
<td></td>
<td>✓ Make informed and responsible senior secondary</td>
<td>✓ Critically compare study, training and occupation options</td>
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<tr>
<td></td>
<td></td>
<td>✓ Consider various factors that influence career decisions, including finance and changes in socio-economic context</td>
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<td></td>
<td>✓ subject choices of their study</td>
<td>✓ Evaluate and make critical use of unbiased, impartial and updated information and guidance from various sources</td>
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<td></td>
<td>✓ Make contingency plan on their senior secondary study choices</td>
<td>✓ Develop skills and attitudes in presenting their personal attributes, employability skills and study/career goals</td>
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<tr>
<td></td>
<td>✓ Relate tentative senior secondary study choices to realistic and practical plan that fosters actualisation of</td>
<td>✓ Develop and master generic and employability skills that prepare them for transition to work</td>
</tr>
<tr>
<td></td>
<td>goals</td>
<td>✓ Consider and integrate changing employment trends, societal needs and economic condition into their career plans</td>
</tr>
<tr>
<td></td>
<td>✓ Organise and present personal information and plan</td>
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<table>
<thead>
<tr>
<th>Input</th>
<th>Process</th>
<th>Learning Outcomes</th>
</tr>
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<tbody>
<tr>
<td>- Policies</td>
<td>- Leadership and management arrangements</td>
<td>- Achieving of learning objectives</td>
</tr>
<tr>
<td>- Mission statements</td>
<td>- Approaches to cater for students’ diverse learning</td>
<td>- Reporting and accountability arrangements</td>
</tr>
<tr>
<td>- Selected student outcomes</td>
<td>- Monitoring and assessment on learning and work progress</td>
<td></td>
</tr>
<tr>
<td>- Planning of career guidance service</td>
<td>- Collaboration with key school partners and stakeholders, etc.</td>
<td></td>
</tr>
<tr>
<td>- Resource allocation (i.e. financial, human, physical and time)</td>
<td></td>
<td></td>
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<tr>
<td>- Professional development, etc.</td>
<td></td>
<td></td>
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</tbody>
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(Template)


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:** ______________________________________________________________________

<table>
<thead>
<tr>
<th>Objectives: e.g.</th>
<th>Strategies: e.g.</th>
<th>Monitoring/Evaluation: e.g. (both quantitative and qualitative):</th>
<th>Allocation of the CLP Grant: e.g.</th>
</tr>
</thead>
</table>
| - *What is the current state of life planning education and career guidance service?*
  - *Where does the school plan to go?*
  (Please indicate the specific objectives to be achieved, having regard to school context factors.) | - *How to achieve the objectives set?*
  - *What is the professional development plan?*
  - *What are the key activities for students and for parents?*  
  (Please indicate the details of the relevant plans.) | - *How good are the programmes/activities/events to address the diversified needs of students?*
  - *How do we know their effectiveness?*
  - *How will the evaluation results be shown?*  
  (Schools may make reference to the attachment of Appendix 1 for reflective questions.) | - *For employment of staff (e.g.)*
  - *For school-based programmes. (e.g.)*  
  (Please indicate areas of expenditure of the CLP Grant.) |
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 workplace 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?
Key components

Dimensions of career intervention
1. Life Planning Education & Career Guidance Framework
2. Linking Study Opportunities and Career Choices
3. School-wide Career Guidance Activities
4. Learning Experiences about Work
5. Individual Student Planning
6. Responsive Services

Parties Involved
1. Students
2. School Leaders & CGP
3. Subject & Class Teachers
4. Other School Personnel
5. School Partners & Stakeholders

Direction/Strategies
1. Whole-school
2. Holistic
3. Developmental
4. Curriculum + Programmes + Services
5. Theory- and evidence-based
Career Guidance Service Website:

http://www.edb.gov.hk/cgs
Thank you!