

Queen's College

Major Concern 2: Strengthening of Life Planning Education and Careers Guidance 2017 - 2018

2.1 To organize Career and Life Planning programmes

Objective(s) & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>2.1.1 To enable students to acquire adequate knowledge on further education and workplace in order to understand one-self and impact of external influences</p> <p>Strategies/activities to achieve through a wide range of talks and meetings:</p> <p>i. Visits (S2-S3) (LWL)</p> <p>ii. Talks (S1-S6) (LWL)</p> <p>iii. Workshops (S1-S6) (LWL)</p> <p>iv. Sharing Sessions (S3, S5 & S6) (LWL)</p> <p>v. Career Expos (S4 & S5) (LWL & Post-exam Periods)</p> <p>vi. Parent-teacher Meetings (S3 & S6)</p> <p>vii. Publications (S3-S6)</p> <p>viii. Personality & Career Tests (S1-S6) (LWL)</p>	<p>9. 2017</p> <p>~</p> <p>7. 2018</p>	<p>(i), (ii), (iii), (iv) & (v)</p> <ul style="list-style-type: none"> • Over 80% of students find the programmes and activities effective in attaining the respective objectives. <p>(vi) & (vii)</p> <ul style="list-style-type: none"> • Over 80% of parents and students attend the functions and they find the advice given relevant to their needs. <ul style="list-style-type: none"> • Over 80% of students comment that the publications can provide them with sufficient and updated information on senior secondary curriculum, JUPAS programmes and admission scores. <p>(viii)</p> <ul style="list-style-type: none"> • Over 90% of students complete the test. They agree that the test helps them find out what personality traits they possess and then find studies / professions that are a good fit for those characteristics. 	<p>(i), (ii), (iii) & (iv)</p> <ul style="list-style-type: none"> • Teachers' observation and comments <p>(i), (ii), (iii), (iv), (v), (vi) (vii) & (viii)</p> <ul style="list-style-type: none"> • Feedback from students and teachers • Feedback from other stakeholders such as parents, graduates, Old Boys and guest speakers 	<ul style="list-style-type: none"> • Career and Life Planning Team • Life-wide Learning Committee • Counselling Team • Subject Departments • WebSAMs & IT Teams • Class Teachers • ECA Team • Clubs & Societies • Careers Counsellors 	<ul style="list-style-type: none"> • Old Boys' Association • Parents-teachers' Association • Rotary Club of HK Northeast • Local Universities • Hong Kong Family Welfare Society • Hok Yau Club • Hong Kong Employment Development Service • Hong Kong Association of Careers Masters & Guidance Masters • Course Providers

<p>2.1.2 To enable students to acquire necessary skills (skills related to examinations, leadership, communication, collaboration, creativity, decision-making) and attitude (workplace ethnics, integrity, responsibility and respect) through planned careers activities and business programmes so that they can formulate their career plan and make wise choices for university programmes and work options</p> <p>Strategies and activities to achieve through a wide range of specific learning programmes:</p> <ol style="list-style-type: none"> i. Mock Examinations (Hok Yau Club) (S6) ii. Interview preparation workshops (S6) iii. Applied Learning Taster Programmes (S4) iv. University Engagement Programmes (Local Universities) (S2-S6) v. Business Partnership Programmes (S4-S6) vi. Job Shadowing (S5-S6) vii. Internship (S5-S6) viii. Summer Career-related Programmes organized by HKACMGM (S5-S6) 	<p>9.2017 ~ 7. 2018</p>	<p>(i)</p> <ul style="list-style-type: none"> • 70 places for Mock Examinations are filled up. • Student participants comment that they become more familiar with the examination atmosphere and actual arrangements. <p>(ii)</p> <ul style="list-style-type: none"> • Student participants find the interview practice useful. They comment that they find the mock interview practice can help them better prepare for the interviews in terms of presentation skills, etiquette and confidence. <p>(iii), (iv), (v), (vi), (vii) & (viii)</p> <ul style="list-style-type: none"> • Participants find the programmes / activities beneficial. They found the programmes meaningful as they can have a better understanding of different professions and relevant to their occupational interests. 	<p>(i), (ii), (iii), (iv), (v), (vi), (vii), & (viii)</p> <ul style="list-style-type: none"> • Teachers' observation • Evaluation of feedback from stakeholders such as participants, interviewers, university programme organizers, host companies and job mentors 	<p>Financial support:</p> <ul style="list-style-type: none"> • Careers & Life Planning (CLP) Grant • Morrison Fund • ECA Fund
--	---------------------------------	---	---	--

<p>2.1.3 To investigate multiple options (opportunities and constraints) of learning and work and to make decision, and to formulate and act out plans to manage changes and transition from secondary to tertiary education</p> <p>Strategies to achieve through providing individual guidance and supervision on exploring further educational opportunities and multiple pathways:</p> <ol style="list-style-type: none"> i. Workshops on preparing Student Learning Profile, OEA and 20 JUPAS Programme Choices (S6) ii. Preparing study plan & clear goal setting so as to meet requirements of local and overseas universities (S4-S6) iii. Individual & group counselling services (S3, S4-S6) iv. Mentorship Programme (S5) v. School Assessment Tools - Predicted Grades (S5-S6) 	<p>9.2017~ 7.2018</p>	<p>(i) & (ii)</p> <ul style="list-style-type: none"> • 90% of S6 students are able to finalize their JUPAS program choices and prepare their self-accounts for JUPAS after in-depth discussion with Careers Teachers. • They agree that they learn the importance of goal setting and decision-making, and its relationship with career planning. <p>(iii)</p> <ul style="list-style-type: none"> • Over 90% of S3- S6 students agree that the counseling service is useful and can assist them to make the right choices. <p>(iv)</p> <ul style="list-style-type: none"> • Over 80% of student participants agree that the mentors can provide them valuable advice on career planning. <p>(v)</p> <ul style="list-style-type: none"> • Over 80% of students find the assessment tools useful in helping them to understand their strengths and weaknesses in preparing for HKDSE Examination. 	<p>(i) & (ii)</p> <ul style="list-style-type: none"> • Feedback from teachers on students' progress in preparing SLPs, OEA and JUPAS program choices • Feedback from S6 students <p>(ii) (iii) & (v)</p> <ul style="list-style-type: none"> • Feedback from students and teachers <p>(iv)</p> <ul style="list-style-type: none"> • Feedback from mentees and their mentors 		
--	---------------------------	--	--	--	--

2.2. To organize subject-related programmes

Objectives & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
<p>2.2.1 To enable students to acquire knowledge and skills related to future careers through subject-related activities</p> <p>a. Chinese Language Department</p> <ul style="list-style-type: none"> • Reading newspaper articles related to careers prospects and writing self-reflections (S4-S5) <p>b. English Language Department:</p> <ul style="list-style-type: none"> • Organizing workshops for preparing self-account and personal statement (S5-S6) • Organizing Mock Interview practice (S4-S6) <p>c. Liberal Studies Department:</p> <ul style="list-style-type: none"> • Conducting a workshop related to related to their learning styles and career and life planning. (S1) 	<p>9. 2017 ~ 7. 2018</p>	<p>(a)</p> <ul style="list-style-type: none"> • Students are able to complete their tasks • Good quality of reflections done by students <p>(b)</p> <ul style="list-style-type: none"> • Students can prepare self-account for JUPAS and comment that they can learn interviewing skills through the interview practice. <p>(c)</p> <ul style="list-style-type: none"> • The workshop is able to integrate career and life planning elements in the lesson activities and improved students' life planning awareness. They comment that they have a better understanding of their learning styles, different careers and essential skills in the work place. 	<p>(a)</p> <ul style="list-style-type: none"> • Checking by teachers on the completion of the reflections. • Assessment on reflections <p>(b)</p> <ul style="list-style-type: none"> • Assessment on self-accounts and personal statements • Observation on students' performance in the Mock interview practice • Feedback from student participants <p>(c)</p> <ul style="list-style-type: none"> • Teachers' observation • Evaluation from students and teachers 	<ul style="list-style-type: none"> • Chinese Language Department • English language Department • Liberal Studies Department • Mathematics Departments • BAFS / Economics Department • Departments related to Science or Humanities (such as Physics, Chemistry, Biology, ICT, Geography) • Link Teacher • Old Boys working in various professions • Teaching assistant 	<ul style="list-style-type: none"> • Newspaper articles or editorials related to careers • Spare rooms for Mock Interviews • Display boards for the Open Days • University Professors • Old Boys • LWL lessons • Business Advisors

<p>d. Mathematics Department</p> <ul style="list-style-type: none"> Teaching career-related topics such as use of Statistics (S5-S6) Organizing talks relevant to the relationship among teaching curriculum, university programmes and career planning (S5-S6) such as Quantitative Finance & Risk Management (S5-S6) <p>e. BAFS / Economics Department</p> <ul style="list-style-type: none"> Organizing Junior Achievement Company Programme Competition (S4-S5) <p>f. Geography Department</p> <ul style="list-style-type: none"> Introduction of SS Geography curriculum & job-related course offered in universities (S3) Visit to Centre Caritas Chan Chun Ha Field Studies Centre (S4-S5) Visit to CUHK Geography and Resources Management Centre (S6) <p>g. Department(s) of Integrated Science, Physics, Chemistry or Biology (S2-S5)</p> <ul style="list-style-type: none"> Relevant talks and workshops (organized by various institutes) will be arranged for interested students. 		<p>(d)</p> <ul style="list-style-type: none"> Students should have a better understanding of the relationship among teaching curriculum, university programmes and future careers. <p>(e)</p> <ul style="list-style-type: none"> Successful completion of the programme with share issuance and production of items for sales at the trade fair Student participants agree that they learn the relevant concepts related to Economics and BAFS, and how to run a business. <p>(f)</p> <ul style="list-style-type: none"> Student participants can know more about the prospect of studying Geography. Student participants can know the prospects of being an education officer in centre. <p>(g)</p> <ul style="list-style-type: none"> Student participants not only learn more about scientific knowledge, but also related careers prospects. 	<p>(d)</p> <ul style="list-style-type: none"> Feedback from students Teachers' observation on students' performance in the talks (e.g. questions raised relevant to the main theme) <p>(e)</p> <ul style="list-style-type: none"> Feedback from student participants, Link Teacher, and business advisors <p>(f)</p> <ul style="list-style-type: none"> Feedback and evaluation from organizations, teachers and students <p>(g)</p> <ul style="list-style-type: none"> Feedback and evaluation from student participants and various institutes 		
--	--	---	---	--	--

2.3 To facilitate students' personal growth and leadership development through organizing year-round extra-curricular programmes

Objectives & Strategies	Time Scale	Success Criteria	Method of Evaluation	People Responsible	Resources Required
2.3.1 To cultivate the mind-set: "Leader in me" through assembly sharing, LWL periods and training courses: a proactive approach to nurture 'new' self related to career and life planning	9. 2017 ~ 6. 2018	<ul style="list-style-type: none"> Teachers and students can share their personal and models' life experience. 	<ul style="list-style-type: none"> Assessment on the effectiveness of applying Choice Theory to relate students' experience to life 	<ul style="list-style-type: none"> Counselling Teachers Peer Counsellors & Counselling Prefects 	<ul style="list-style-type: none"> Morning assembly - allow sufficient time for 4-minute sharing in order to elaborate the idea of mind-sets with concrete examples
2.3.2 To cultivate the attitude: "Personal Leadership" through Peers Concern and Guidance Scheme: nurturing the skills of self-understanding and goal setting related to career and life planning through small group tutoring sessions and mass programmes		<ul style="list-style-type: none"> Peer Counsellors, Counselling Prefects, S1 and S2 students can learn effectively in the small group tutorials to enhance self-understanding and goal setting. 	<ul style="list-style-type: none"> Through the study of the progress reports (as a monitoring tool) and monthly reflections to check whether the students apply "Seven Habits" and Satir Growth Model for career and life planning. 		<ul style="list-style-type: none"> Life-wide Learning periods - include small group tutoring sessions in LWL to facilitate guidance by teachers

Remarks:

Use of the Morrison Funds & ECA Funds: organizing activities/programmes related to three major aspects: Career and Life Planning, Subject-related and Leadership Development