



**Career Guidance
and Life Planning
Education Plan
2022-2023**



La Salle College

Goal

1. Develop students’ ownership of their career and life planning through school’s curriculum and other learning activities.
2. Integrate effective life planning education into school’s curriculum and other learning activities.
3. Guide and assist students to make wise informed choice with reference to students’ interests, abilities and orientations.
4. Connect students’ career and academic aspiration with life-long learning.

Budget using Life Wide Learning Grant

	Programme	Amount (\$)
1.	Learning materials related to Career and Life Planning education	12,800
Total		55,000

Budget using other school fund

	Categories	Amount (\$)
1.	Reference Materials (Teachers’ reference books)	1,000
2.	General Expenses	2,200
Total		3,200

Target 1: To develop students’ ownership of their career and life planning.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>1.1 Career Education Curriculum in Form Teacher Periods</p> <ul style="list-style-type: none"> • To prepare career education lesson plans in Form Teacher Periods for F.3, 5 and 6. • To review and revise lesson plans from feedback of students and Form Teachers. 	<ul style="list-style-type: none"> • Form Teachers are able to complete 80% of the lessons. • Students understand their academic interests, abilities and learning style. • Students understand the meaning of work, the skills required and working conditions of different jobs. • Students are motivated to set goals, study plans and are proactive in search for information. 	<ul style="list-style-type: none"> • Feedback from teachers and students • Students’ subsequent performance and attitude 	<ul style="list-style-type: none"> • EDB Career Guidance Resources • F.3: Finding Your Colours of Life • F.5: materials provided by portfolio.edb.gov.hk • F.6: Further Studies Guides by Hok Yau Club
<p>1.2 Career Workshops in Service Learning Lesson</p> <ul style="list-style-type: none"> • To learn about the concept of career and life planning. • To experience different stages in life and learn about factors affecting one’s planning. • Two workshops will be provided to F.4 and F.5 during the service learning period. 	<ul style="list-style-type: none"> • Students recognize the importance to set objectives in life. • Students recognize the factors which affect their planning. • Students learn the skills to maximize the chance of achieving objectives in life. 	<ul style="list-style-type: none"> • Evaluation of the organizer • Oral and written feedback by participants • Reflection submitted by participants 	<ul style="list-style-type: none"> • Programme provided by the organizer – Yan Oi Tong
<p>1.3 Guidance Programme for F.5 and F.6 low achievers</p> <ul style="list-style-type: none"> • To help students recognize their academic and career development needs. • To help students align career dream with academic performance and personal background. • To help students formulate a workable plan to realize their career dreams. 	<ul style="list-style-type: none"> • Students recognize their academic and career development needs. • Students are able to make career or further study choices that fit their personal circumstances. • Students learn the ways to gather information and work out a plan for themselves. 	<ul style="list-style-type: none"> • Questionnaires • Students’ secured path after DSE • Students’ level of satisfaction for the path secured 	<ul style="list-style-type: none"> • Hok Yau Club guide books • Career Guidance Handbook (EDB) • Old boys from similar educational background

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>1.4 Careers and Further Studies Interest Assessment for Form 5</p> <ul style="list-style-type: none"> To understand career and further studies interest through the use of professional assessment tools. 	<ul style="list-style-type: none"> Students recognize their career and further studies interest in a systematic way. Students find the assessment results useful for making career and further studies choice. 	<ul style="list-style-type: none"> Questionnaires Observation of students' response in debriefing 	<ul style="list-style-type: none"> Careers Interest Assessment Materials

Target 2 To help students implement their career and study plan

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>2.1 F.6 JUPAS Talk</p> <ul style="list-style-type: none"> To provide F.6 students with updated information about different study programmes in local tertiary institutes and their admissions requirement. To facilitate students in the application process, guide them to make optimal and sensible choices. 	<ul style="list-style-type: none"> Students submit JUPAS application and relevant documents on time. Students take the responsibility to carefully select their programme choices. 	<ul style="list-style-type: none"> Questionnaires Statistics of JUPAS results 	<ul style="list-style-type: none"> Public Exam results, JUPAS offer of past graduates, admission scores of different university programmes
<p>2.2 Measures to support JUPAS application of F.6 students</p> <ul style="list-style-type: none"> A Careers Team teacher will be assigned as the advisor to take care of students' JUPAS application. To guide students to make optimal and sensible choices. To give individual counselling to all F.6 students on their JUPAS choices with reference to their career plan. 	<ul style="list-style-type: none"> Students are able to make informed choices of their tertiary education. Students are ready to seek assistance proactively from the JUPAS Advisor. Students are able to make a reasonable choice list with reference to their interest, ability, career plan, and the HKDSE results they expect. 	<ul style="list-style-type: none"> Feedback from Career Teachers and students Statistics of JUPAS results Survey on students' satisfaction about their JUPAS offer 	<ul style="list-style-type: none"> JUPAS admission scores of past years JUPAS Programmes Requirement Predicted HKDSE grades of students
<p>2.3 Talk for parents and students - Get Prepared for the HKDSE Result Release Day and Multiple Pathways</p> <ul style="list-style-type: none"> To provide information about HKDSE result release day operation. To explain the strategy in modifying programme choices with the DSE results obtained. To introduce the multiple study pathways in addition to JUPAS and overseas studies. To arouse students' awareness of making necessary preparations for further studies and career planning. 	<ul style="list-style-type: none"> Students have full understanding of the latest admission arrangement of various institutions. Students are able to review their plan for further studies with reference to their performance in HKDSE. Students are ready to accept alternative options such as local sub-degree programmes or self-financed Degree Programmes. Students are ready to seek assistance proactively. Students fully understand the procedure and mechanism of 	<ul style="list-style-type: none"> Questionnaires Video view rate 	<ul style="list-style-type: none"> HKEAA arrangement on Result Release Day and RR procedures JUPAS admission scores of past years JUPAS Programmes Requirement Career Guidance Handbook (EDB) Prosperspect Guide published by Hok Yau Club

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>2.4 Support for Overseas Education Application</p> <ul style="list-style-type: none"> To assist students' planning and application for overseas studies in different countries for all levels and academic abilities by providing necessary information and relevant activities. To give support to teachers who are required to give academic reference for students in the process of their applications. 	<p>modification of programme choices.</p> <ul style="list-style-type: none"> Students can have access to all sorts of information about studying abroad via e-class and career library. Students have a clear understanding about the requirements & their own eligibility for study programmes in different institutes in different countries. Students are able to draw reference and benefit from the activities which introduce to them overseas studies experience. Increased rate of successful overseas studies application. To issue recommendation letters and transcripts within 7 working days after student's submission of all documents. 	<ul style="list-style-type: none"> Questionnaires Survey on students leaving for overseas studies at different levels Track record of success rate of students enrolling in the overseas institute they desire Feedback & reflection through personal contact 	<ul style="list-style-type: none"> Reference books Careers Library Overseas study graduates / returning undergraduates Overseas institute official representatives. Old boys who have recent experience in overseas university application.
<p>2.5 Elective subjects Fair for F.3 students</p> <ul style="list-style-type: none"> Help students to know the curriculum, coursework and assessment of the F4 elective subjects. 	<ul style="list-style-type: none"> Senior students' experience sharing provides relevant information to F.3 students. 	<ul style="list-style-type: none"> Questionnaires Feedback from F.3 students and F.3 Form Teachers. 	<ul style="list-style-type: none"> Form 5 students of different elective subjects Senior Secondary Subject Choice and Further Studies Guide published by Hok Yau Club
<p>2.6 F.4 Placement Talk for F.3 students and parents</p> <ul style="list-style-type: none"> Working in conjunction with Home-School Cooperation Team. Aims at helping students best match their interest & ability with their choice of study and inform them of the opportunities of tertiary studies and future academic/career options with their choice of subjects. 	<ul style="list-style-type: none"> Students fully understand the features & demands of subjects offered in F.4. Students are aware of their own ability, interest & suitability in choosing different subject combination. Students have an idea of the correlation of choice of study with the tertiary studies & ultimately academic requirement for different careers. Parents are well informed of school policy and understand their role in providing support to their children. 	<ul style="list-style-type: none"> Questionnaires Survey on the academic performance of students in F.4 Statistics on number of students changing/dropping subjects in F.4/5 	<ul style="list-style-type: none"> HKEAA Data JUPAS Data Senior Secondary Subject Choice and Further Studies Guide published by Hok Yau Club

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>2.7 F.3 Post Exam Career Programme</p> <ul style="list-style-type: none"> The one-day summer programme is designed to assist third-formers with the process of life planning and career development. The program aims to help them plan their senior secondary school life with regard to university and scholarship applications. It aims to equip students with proven and effective study skills which will enhance learning efficiency and stimulate them to set realistic goals. 	<ul style="list-style-type: none"> Students are aware of the career and academic development starting from F.4. Students are equipped with effective study skill and the self-confidence in study. 	<ul style="list-style-type: none"> Questionnaires Survey on the academic performance of students in F.4 	<ul style="list-style-type: none"> HKEAA Data JUPAS Data Senior Secondary Subject Choice and Further Studies Guide published by Hok Yau Club

Target 3: To equip students with careers and life planning skills

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>3.1 Junior Achievement Hong Kong (JAHK) Workshops</p> <ul style="list-style-type: none"> To participate in career and life planning programmes run by JAHK. To involve students of both junior and senior forms. 	<ul style="list-style-type: none"> Students acquire the communication and teamwork skills that help them to excel in school, careers and the community. Students appreciate the importance of life skills which are necessary in any situation. Students are keen to discuss business dilemmas and ethical solutions. 80% attendance rate of enrolled students 	<ul style="list-style-type: none"> Evaluation of the organizer Oral and written feedback by participants Reflection submitted by participants 	<ul style="list-style-type: none"> JAHK
<p>3.2 Medicine Career Workshop & Interview Practice</p> <ul style="list-style-type: none"> To give an overview of careers in medical related field. To prepare students to pursue tertiary education in medicine. To conduct mock interview practice. 	<ul style="list-style-type: none"> F.6 students are able to make a success of the university interview. All participants can benefit in acquiring the etiquettes and rhetoric expected of a sensible and confident interviewee. All participants can formulate a plan towards a medical profession. 	<ul style="list-style-type: none"> Questionnaires Success rate in JUPAS admission 	<ul style="list-style-type: none"> Alumni HKU & CUHK Faculties of Medicine

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>3.3 Mock Interview for F.5 students</p> <ul style="list-style-type: none"> To coordinate with OBA and school English department to organize a compulsory mock interview for F.5 students. To prepare students for the scholarship and university interview. Teaching materials like sample interview questions will be prepared. Students will be guided in the English lessons to prepare for the mock interview. 	<ul style="list-style-type: none"> Students can acquire the skills and attitudes to prepare for the interview. Students acquire the communication skills that help them to excel in school, careers and the community. 	<ul style="list-style-type: none"> Questionnaires Students' feedback through causal talk Success rate in JUPAS admission 	<ul style="list-style-type: none"> OBA F.6 recent graduates
<p>3.4 Speaking & Presentation Skill Workshop for F.5</p> <ul style="list-style-type: none"> To understand the importance of speaking & presentation skills in career development. To acquire the skills of a good speaker. 	<ul style="list-style-type: none"> 80% attendance. Students are actively involved in the workshop. 	<ul style="list-style-type: none"> Survey on students' feedback Students' response in the workshop 	<ul style="list-style-type: none"> alumni

Target 4: To enrich students' exposure to the world of work

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
<p>4.1 Job Shadowing Programme</p> <ul style="list-style-type: none"> To coordinate with OBA to organize job shadowing programme for F.5 students. To coordinate with NGOs to provide job shadowing opportunities. 	<ul style="list-style-type: none"> Students are aware of the demands of the authentic working world. Students are educated about the requirement of different professions. Students are able to learn the right work ethics and protocol. Students may develop their career aspirations and form the first idea of their future career plan. Students explore their career options and build up values which are essential for their future success. 	<ul style="list-style-type: none"> Tracking of students' performance in the workplace Reports and reflection written by students Feedback from mentors and OBA Feedback from mentors and companies 	<ul style="list-style-type: none"> Contact and network with different firms and companies OBA
<p>4.2 Careers Day</p> <ul style="list-style-type: none"> To introduce different professions, their entry requirements, job nature, future prospect and long-term development of each. To foster a mentor relationship between students and the Old Boys. To advise students on their choice of further studies and 	<ul style="list-style-type: none"> Students find the information useful for their choice of career. Students find the information useful for their career and study plan. Students can make connections with the old boys. 	<ul style="list-style-type: none"> Questionnaires Feedback of the old boys Observation of the discussions 	<ul style="list-style-type: none"> OBA and alumni

Strategies / Tasks	Success Criteria	Methods of Evaluation	Resources Required
career planning. • To give students pictures of real-life work field.			
4.3 Career visits and talks • To organize talks and visits to companies, tertiary institutions and other organizations. • To expose students to wider career options including paramedical professions, STEM, etc. • To involve students of both junior and senior level.	• Students are open to different professions by site visit. • Students have some preliminary idea of real working situation in a company or firm. • Students feel interested in the visit and want to know more. • Students form the first idea of future career.	• Questionnaires • Casual conversations with students	• Business sector and Government Departments, tertiary institutions. • School Business Partnership Programme of EDB • OBA & alumni
4.4 LSC x Deloitte Workshop • To coordinate with old boys in Deloitte and school BAFS department to organize career talks and job shadowing programme for BAFS students.	• Students are aware of the demands of the authentic working world. • Students are educated about the the application of FinTech in commercial world. • Students are shown the recent development and opportunities in Greater Bay Area.	• Questionnaires • Reports and reflection written by students • Feedback from mentors	• Deloitte

Target 5: To empower Senior Form Teachers’ participation in careers education and student counselling in school.

Strategies / Tasks	Success Criteria	Methods of Evaluation	Reporting
5.1 Teachers’ Professional Development in Careers and Life Planning • To equip F.5-6 Form teachers with the concepts of careers and life planning so that they are well aware of the careers and life planning needs of students in the adolescent stage.	• Teachers are aware of the careers and life planning needs of their students. • Form teachers are more confident in implementing the career education curriculum in their class.	• Questionnaires • Teachers’ feedback	• JUPAS statistics • Prospect Guides for further studies