

**St. Paul's Co-educational College**  
**2022 – 2023 Work Plan on Life Planning Education and Careers Guidance Service**

Objectives	Strategies	Monitoring	Allocation of the CLP Grant
<ul style="list-style-type: none"> <li>▪ To prepare and equip our students for challenges ahead and decisions they have to make in pursuing their personal goals by providing a comprehensive programme for them during their 6 years of secondary education at SPCC, with due emphasis on life-planning and careers guidance</li> <li>▪ To continue to build on the strengths of our existing programmes, making the best use of our resources and maximizing learning outcomes through a holistic and coordinated approach</li> </ul> <p><i>See appendix for a programme overview</i></p>	<ul style="list-style-type: none"> <li>▪ The Careers Committee to closely collaborate with the Moral and Civic Education Committee and Other Learning Experiences Committee in the development and delivery of life planning education programmes and career-related activities</li> <li>▪ The Careers Committee, Moral and Civic Education Committee, and Other Learning Experiences Committee to have a good understanding of objectives of the various experiential learning programmes to make sure that the programmes align well with relevant learning outcomes in career and life planning education</li> <li>▪ The Careers Committee to be well informed of all career-related programmes run by different parties including subject departments, Mentor Programme Committee and PTA by maintaining close and regular contact with them for better planning and minimising overlapping; the Committee to also collaborate with them or provide support when necessary</li> <li>▪ The Careers Committee to review the use of career assessment tools to inform career planning and manage expectations</li> <li>▪ The Moral and Civic Education Committee to implement a school-based values education curriculum which aligns with the developmental needs of students at different stages, with appropriate attention given to career and life planning education to maximise and sustain the learning outcomes of relevant experiential learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meeting as necessary throughout the year to share information and plan/implement/evaluate various programmes</li> <li>▪ Feedback from students / teachers concerned about the programmes</li> <li>▪ Feedback from students / teachers concerned about the programmes and support given by the Careers Committee</li> <li>▪ Feedback from students / teachers</li> <li>▪ Continuous review of the curriculum based on feedback through informal discussion between two committees</li> </ul>	<p>The grant will be used to partly cover the salaries of</p> <ul style="list-style-type: none"> <li>▪ a full-time Counsellor of Further Studies to support the work of the Careers Committee</li> <li>▪ a full-time Experiential Learning Coordinator to work on the experiential learning programmes</li> </ul> <p>Expected expenditure – \$1,295,040</p>

**Appendix – Framework of Life Planning Education and Careers Guidance in SPCC**

Main Focus	F.1	F.2	F.3	F.4	F.5	F.6
<p><b>Self-understanding and Development</b></p> <p><i>Understanding oneself and the impact of external influences</i></p>	<p>▪ <b>Values Education Curriculum(*) and Career and Life Planning Lessons</b> to be delivered through Form Teacher Periods</p>					
	<ul style="list-style-type: none"> <li>○ <i>*Challenges faced when moving from P6 to S1</i></li> <li>○ <i>*Accepting individual differences</i></li> <li>○ <i>*Time management and punctuality</i></li> <li>○ <i>*Self-understanding and confidence building</i></li> <li>○ <i>*Goal setting</i></li> <li>○ <i>Identifying interests</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>*Facing failures and adversities</i></li> <li>○ <i>*Seeking appropriate help when necessary</i></li> <li>○ <i>*Bearing responsibilities for wrongdoings</i></li> <li>○ <i>*Positive communication</i></li> <li>○ <i>*Academic honesty</i></li> <li>○ <i>Understanding abilities</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>*Understanding own strengths and weaknesses</i></li> <li>○ <i>*Being aware of gender stereotyping in different contexts</i></li> <li>○ <i>*Building positive self-image</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>*Learning to persevere</i></li> <li>○ <i>*Understanding the impact of peer influence</i></li> <li>○ <i>*Roles as a Hong Kong resident</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>*Importance of personal integrity</i></li> <li>○ <i>*Good workplace attitude and interpersonal relationship</i></li> <li>○ <i>*Managing stress from public exam</i></li> </ul>	<ul style="list-style-type: none"> <li>○ <i>*Meaning of life</i></li> <li>○ <i>*Finding passion for future</i></li> </ul>
<p>▪ Preparation of <b>student personal profile</b> to document learning progress and help students recognise their attributes and achievements</p>						
<ul style="list-style-type: none"> <li>▪ School Transition and Attributes Development Programme</li> <li>▪ Life building mentorship programme</li> <li>▪ Service learning programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Historical and Cultural Experiential Learning Programme</li> <li>▪ Service learning programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rites of Passage (24-day adventure-based experiential learning programme in Australia)</li> <li>▪ Place-based education programme</li> <li>▪ Service learning programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ F4 Rites of Passage (24-day adventure-based experiential learning programme in Australia)</li> <li>▪ Overseas &amp; local service learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Overseas &amp; local service learning programmes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Preparing personal statements in English Language lessons</li> <li>▪ F6 Graduation Rites of Passage (16-day adventure-based experiential learning programme in Australia)</li> </ul>	
<p><b>Career Exploration</b></p> <p><i>Exploring opportunities and constraints of study and employment as well as the options available and connecting work experiences with study and career choices</i></p>	<p>▪ <b>Values Education Curriculum and Career and Life Planning Lessons</b> to be delivered through Form Teacher Periods</p>					
	<ul style="list-style-type: none"> <li>○ <i>Subject choice</i></li> <li>○ <i>Personality and career interest</i></li> </ul>			<ul style="list-style-type: none"> <li>○ <i>Exploring multiple pathways</i></li> </ul>		
<ul style="list-style-type: none"> <li>▪ Careers talks and seminars (local / overseas universities, alumni, professionals)</li> <li>▪ Activities / competitions to connect subject learning with the real world (e.g. STEM programmes related to robot design, mathematical modelling competition)</li> <li>▪ Dissemination of career-related information through eClass</li> </ul>						
				<ul style="list-style-type: none"> <li>▪ Alumni Mentors College Fair (overseas)</li> <li>▪ Company visits</li> <li>▪ University taster programmes</li> <li>▪ Various external career-related activities / programmes / competitions (e.g. HKGCC Business-Partnership Programme, JA Company Programme, internship by CLAP@JC)</li> </ul>		
				<ul style="list-style-type: none"> <li>▪ Entrepreneurship workshop</li> <li>▪ IB Prep Year Experiential Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentor Programme</li> <li>▪ Business / University attachment programmes</li> <li>▪ Self-initiated attachment programmes</li> <li>▪ IB CAS programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visits to universities</li> </ul>

Main Focus	F.1	F.2	F.3	F.4	F.5	F.6	
<b>Career Planning and Management</b>  <i>Making decisions and formulating and carrying out plans to cope with social changes and the transition from study to employment</i>	<ul style="list-style-type: none"> <li>▪ <b>Values Education Curriculum(*) and Career and Life Planning Lessons</b> to be delivered through Form Teacher Periods</li> </ul>						
	<ul style="list-style-type: none"> <li>○ <i>Introduction to CLP</i></li> </ul>				<ul style="list-style-type: none"> <li>○ <i>Goal setting for future career</i></li> </ul>		<ul style="list-style-type: none"> <li>○ <i>*Interview skills</i></li> <li>○ <i>*Factors affecting career choice</i></li> </ul>
			<ul style="list-style-type: none"> <li>▪ Briefing for students and parents on overseas university studies</li> <li>▪ Individual and personalised guidance on further study options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Academic counselling for prospective IB students</li> <li>▪ Career assessment (Holland Code)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career assessment (MyFutureChoice)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Career assessment (MBTI)</li> </ul>	<ul style="list-style-type: none"> <li>▪ JUPAS Briefing</li> <li>▪ Sharing by graduates on university admission and interviews (local / overseas)</li> <li>▪ Interview workshop</li> </ul>