

Lam Tai Fai College
2014-2015

Report on the Use of Career and Life Planning Grant

Objectives	Strategies/Implementation Plan	Evaluation & Suggestions
<p>1. Strengthen student support to cater for individual needs and differences</p>	<ul style="list-style-type: none"> ● Provide individual and group career counseling to students. ● Meet sports elite students on a regular basis to provide support and guidance on study and their future careers. ● Improve the “Reaching for the Star Scheme” to enhance the learning motivation of the participants. ● To meet academically high-achievers on a regular basis to provide support and guidance on study and their future careers. ● To organize visits to universities for the academically high-achievers in order to further enhance their motivation to learn. ● To equip students with essential 	<ul style="list-style-type: none"> ● A full-time Career Mistress was employed to coordinate the School Based Career Education. Individual and group career counseling to students were enhanced. However, she left the school on 3rd June 2015 due to personal reasons. And the school could successfully employ a new full-time Careers Master and he starts to work in the school from 1st September 2015 onwards. ● Personal counseling sessions had been provided for S6 students to help them to plan for their future. ● In the past, only group counseling was given to S5 students. In order to strengthen student support to cater for individual needs and differences, the personal counseling sessions for S5 students had been strengthened this year. The fact that all S5 students could submit the first draft of self accounts successfully in June 2015 reflected the effectiveness of enhancing personal counseling. ● The full-time time Careers Mistress as well as the careers

	<p>interview skills and subject / programme selection strategies.</p> <ul style="list-style-type: none"> ● To nominate higher achievers for different admission schemes to enhance the learning motivation of the participants. ● Help students understand JUPAS and E-APP application procedures. 	<p>teachers also met the sports elite students and academically high achievers on a regular basis to provide support and guidance on study and their future careers.</p> <ul style="list-style-type: none"> ● There was positive feedback from the students, the Form Master as well as the English teachers. This reflected the strengthening of students' career decision-making self-efficacy which also marked the success of personal career counseling in catering for individual needs and differences. ● In the next academic year, it is suggested that personal counseling sessions should be continuously provided to students to cater for the individual needs and differences of students. ● Visits to universities and tertiary institutes were organized. Besides the Information Days of the Universities, visits of HKBU-CIE and THEi were organized for S6 students. Visit to Savannah College of Arts and Design was organized for Visual Arts students. S4 and S5 Science students visited the Department of Electronic Engineering of the City University of Hong Kong. ● Workshops to equip students with essential interview skills as well as workshops on JUPAS and E-APP
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		<p>application procedures had been organized for students.</p> <ul style="list-style-type: none"> ● Higher achievers were nominated for different admission schemes to enhance the learning motivation of the participants.
<p>2. Provide students opportunities to develop their self-concept such as personal strengths and aspirations so as to explore the working world based on their personal characteristics</p>	<ul style="list-style-type: none"> ● Help students understand their personality and unique abilities through <ul style="list-style-type: none"> (a) Workshop on learning style inventory (for S3 students) (b) Workshop on understanding the relationship between personality and study (for S5 students) ● Help students understand their opportunities in further study and world of work through <ul style="list-style-type: none"> (a) Workshops on life planning (for S4 students) (b) Talk on SS multiple pathways (for S4 & S5 students) (c) Companies and / organization visit (for S4, S5 & S6 students) (d) CEU Facebook 	<ul style="list-style-type: none"> ● Workshops helping students to understand their personality and unique abilities had been organized for S3 and S5. ● For S3, there was a seminar on secondary subject selection organized for them. Students could understand more about their personal strengths and aspirations through doing some personality tests. ● For S4, the students had conducted a personality test to understand their career aspiration. There were two workshops helping students to understand their work value. ● For S5, the students had conducted a personality test to understand their interest and personality which facilitated the writing of self accounts. At the same time, there was a seminar helping students to choose their subject in tertiary institution based on their strengths, abilities and personality. The workshop on mock release of HKDSE results also helped students to

	<p>(e) Career Education Board (f) Parents' Evening (for S3 – S6 parents)</p>	<p>understand more about their expected examination results so that they could set a goal for their study as well as to plan for their future study.</p> <ul style="list-style-type: none"> ● There was also better coordination in the work among the Career Education Unit, English Department as well the Form Master concerning the writing of self-account. Therefore, this could raise the effectiveness of doing the personality test in helping students to enhance their career readiness. ● Workshops helping students to understand their opportunities in further study and world of work had been organized for S4 and S5 students. ● Workplace visits were organized for students, such as Information Services Department and the Hong Kong Airport. Visits to “Youth Employment Start (Y.E.S.) Kwai Fong Centre” were also organized for S4 and S5 students so that they could understand more about the career consultation and professional counseling services provided by the Labour Department as well as the world of work. ● There was positive feedback from teachers and students.
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<p>3. Provide students with a broad and balanced curriculum with diverse learning experiences to foster whole-person development as in the five essential Chinese virtues: “Ethics, Intellect, Physique, Social Skills and Aesthetics”</p>	<ul style="list-style-type: none"> ● To educate students the importance of environmental protection through Life-wide Learning Lessons. ● To nurture lifelong interest and habits in Community Service through Life-wide Learning Lessons. ● To enable students to obtain up-to-date knowledge about the world of work through Life-wide Learning Lessons. ● To develop students’ creativity, aesthetic sensitivity and arts appraising ability through Life-wide Learning Lessons. ● To develop students’ competence and knowledge of Health and Fitness through Life-wide Learning Lessons. 	<ul style="list-style-type: none"> ● The Career Education Unit helped to coordinate and cooperate with the other units in the school to provide a broad and balanced curriculum with diverse learning experiences to foster whole-person development for students in the Life-wide Learning Lessons. ● Working with the Moral and Civic Education Unit, some activities were organized which promote the spirit of environmental protection and doing community services among students. First, an environmental protection seminar had been organized for S4 students to learn about the recycling of jeans. Second, service training were organized of S1 to S5 students to nurture students’ lifelong interest and habits in community service. ● Some career talks and visits were held for students. First, together with the IT KLA, a seminar on IT employment was organized for S4-S6 students. Moreover, successful businessmen were invited to deliver career talk for students. There was also a seminar organized for students on sports management. ● Cooperating with the Music Department, a musical performance was organized for S3 to S5 students. ● Working with the Health Education Department and the Co-curricular Activities Unit, some health education
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		<p>activities were organized for students. For S2 students, a St John first aid course had been organized for them. A seminar on career relating to health services had been organized for students.</p>
<p>4. Explore flexible and rich articulation pathways for students through liaising with external bodies and tertiary education institutions</p>	<ul style="list-style-type: none"> ● Increase and enhance the linkage between the school with external bodies and tertiary education institutions. ● Open more learning opportunities for students through these enhanced linkages. 	<ul style="list-style-type: none"> ● The Careers Education Unit had explored flexible and rich articulation pathways for students through liaising with external bodies and tertiary education institutions. One example was the invitation of tertiary institutions to set up study information booths in the school at the day of “Release of HKDSE results”. ● Visits of organizations and tertiary institutes were organized for students.
<p>5. Enrich class teachers and career teachers’ knowledge on the multiple pathways and career guidance skills.</p>	<ul style="list-style-type: none"> ● Encourage career teachers to attend seminars and workshops related to the areas of career information, guidance programme / activities and career development. ● Deliver and illustrate the updated senior secondary study information to S6 Form Master and Class Teachers periodically. 	<ul style="list-style-type: none"> ● The Careers Mistress had joined the Form meeting of different forms to understand more about the needs of students and teachers. ● The Careers Education Unit had delivered and illustrated the updated senior secondary study information to S6 Form Master and Class Teachers periodically. ● The Careers Education Unit had encouraged careers teachers to attend seminars and workshops related to the areas of career information, guidance programme/activities and career development.

		<ul style="list-style-type: none"> As each careers teacher were required to provide personal career counseling to five S5 students and the Assistant Principal would be their mentor, this helped to enhance the career guidance skills of careers teachers.
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Expenditure:

Employ a full time Careers Mistress to coordinate the School Based Career Education (Salaries & MPF of the Careers Mistress from 1 September 2014 to 3 rd June 2015)	HK\$314,226.15
Teachers' Reference Materials (Book, DVD, etc.)	HK\$190.00
Tour bus fee (for company visits & tertiary education institutions visits)	HK\$9,440.00
Workshops and talk on SS subject selection (for S3 students)	HK\$6,400.00
Workshops and talk on Life Planning & Visits (for S4 students)	HK\$23,800.00
Workshops and talk on Subject Selection (for S5 students)	HK\$8,600.00
Workshops on Mock Release of HKDSE Results (for S5 students)	HK\$9,000.00
Workshop on Mock Interview (for S6 students)	HK\$15,000.00
Purchase of SLP accounts for students (Broadlearning)	HK\$15,000.00
Miscellaneous expenses	HK496.00
Total	HK\$402,152.15