

Information Note on the Framework of Implementation Strategies for Life Planning Education at Schools

I. Introduction

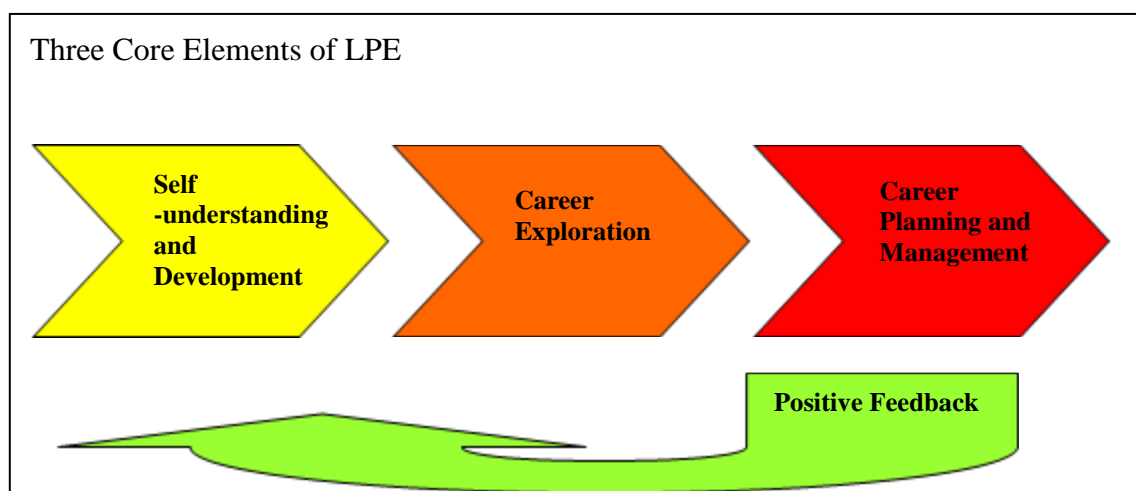
This information note outlines the core elements of Life Planning Education (LPE) and the proposed implementation strategies with good exemplars, so as to enable schools' effective delivery of LPE through utilisation of different resources. When making school-based plans for LPE, schools may refer to the framework of implementation strategies below, as well as the guidelines (including the Guide on Life Planning Education and Career Guidance for Secondary Schools) and circulars on LPE issued by the Education Bureau (EDB).

II. Objectives of LPE

To provide secondary school students with diversified study and career pathways, the Government strives to increase higher education opportunities and strengthen Vocational and Professional Education and Training. Starting from the 2014/15 school year, the Government has further supported schools in implementing LPE. As an ongoing and lifelong process, life planning enables students to achieve different targets at different stages of life. LPE at schools aims to help students know better about themselves, devise plans for personal development, set and modify goals through self-reflection, and grasp various study and career pathways, in order that they can make wise choices for future study or employment. LPE and career guidance are indispensable parts in the schools' overall curriculum to support students' whole-person development and lifelong learning.

III. Three core elements of LPE

Schools should, having regard to the needs, abilities, aspirations and developmental stages of students, deliver LPE and provide career guidance in a coordinated and systematic manner. We propose that there should be three elements in life or career planning, i.e. Self-understanding and Development, Career Exploration, and Career Planning and Management. It is hoped that with the adoption of this approach, students can equip themselves with career-related knowledge, skills for life planning and employment, and the work attitudes required.



IV. Learning elements of LPE

Effective LPE and career guidance should be connected with school curricula, equipping students with the necessary knowledge, skills and attitudes. Schools should provide students with LPE as early as possible to address their learning needs. The following are major expected learning outcomes of LPE and good exemplars of its implementation strategies at different learning stages.

(1) Major expected learning outcomes proposed for LPE

Learning Stage	Examples of Developmental Characteristics	Major Expected Learning Outcomes	Platforms/Modes for Implementation
Secondary 1 to Secondary 3	<ul style="list-style-type: none"> Identifying personal interests and abilities Setting academic goals Connecting career aptitudes with subject selection 	<ul style="list-style-type: none"> Self-understanding and Development: identifying personal achievements, qualities, aptitudes and abilities, as well as building self-confidence and positive self-image through self-assessment; setting, reviewing and modifying academic and career goals; and dispelling stereotypes about certain careers and jobs Career Exploration: accessing and utilising information on study and employment, such as taking the initiative to seek guidance or support from teachers and parents; keeping in view the opportunities and constraints associated with various study options; weighing study options through analysis and assessment; developing the ability to explore things around; and keeping abreast of the global development trends and changes Career Planning and Management: identifying external influence (e.g. influence from parents and peers) on goal-setting; working out plans and contingency strategies for senior secondary education by means of decision-making techniques; preparing individual portfolios and career development plans; and cultivating right attitudes (e.g. observing punctuality and obligations, acquiring the skills of asking questions, standing ready to express opinions, mutually respecting one another, and accepting different opinions, etc.) 	<ul style="list-style-type: none"> Class teacher periods and personal growth lessons at the junior secondary level Incorporating LPE into different subjects, e.g. Moral and Civic Education Guidance on further studies, training opportunities and subject selection Workplace visits Seminars on career guidance
Secondary 4 to Secondary 6	<ul style="list-style-type: none"> Identifying personal interests and abilities Setting academic goals Strengthening the 	<ul style="list-style-type: none"> Self-understanding and Development: better grasping personal achievements, qualities, aptitudes, abilities and career aspirations through review and reflection of learning experiences 	<ul style="list-style-type: none"> LPE lessons Incorporating LPE into different subjects Applied Learning courses Career aptitude tests Connecting subject learning

	<p>connection between career aptitudes and subject selection</p> <ul style="list-style-type: none"> Adapting to changes associated with the transition from secondary education to employment 	<p>and relating them to life/career planning; setting medium and long-term goals for learning/career development; and exploring the existence of stereotypes about certain careers and demonstrating values that help solve problems</p> <ul style="list-style-type: none"> Career Exploration: developing positive concepts, attitudes and values about career and work; keeping in view the employment trends, associated learning opportunities and recognised qualifications; identifying, selecting and utilising information on study and employment; connecting outcomes of work-based activities or learning with academic and career goals; and evaluating the relationship between various opportunities and personal academic and career goals Career Planning and Management: assessing external influence (e.g. influence from family, socio-economic environment, and employers' expectations) and factoring it in goal-setting to facilitate life planning; and developing the skills and attitudes essential for the demonstration of personal attributes and employability and the attainment of learning/career goals, as well as work-related generic skills and abilities 	<p>with employment</p> <ul style="list-style-type: none"> Visits to tertiary institutions Guidance on university admission and course selection Simulated job-seeking activities and workshops on job and university admission interviews Work experience activities Mentorship programmes Seminars on career guidance Career/education expos Student ambassadors for life planning
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(2) Good exemplars of implementation strategies

Learning Stage	Self-understanding and Development	Career Exploration	Career Planning and Management
Secondary 1 to Secondary 3	<ul style="list-style-type: none"> Facilitating students' self-understanding through LPE lessons, e.g. <i>simulated social experience activities (basic level) and card games on life planning (dream realisation cards, career cards and life planning cards)</i> Incorporating LPE into different subjects (e.g. <i>Chinese and English writing on "my aspirations" and personal profiles</i>) so that students can look back on their lives, 	<ul style="list-style-type: none"> Utilising information on study and employment, e.g. <i>searching for online information (EDB's Life Planning Information Website), completing worksheets, and showing videos about career exploration experience of alumni and parents</i> Enabling students to learn more about different careers and success stories and acquire a basic knowledge of career exploration through <i>sharing of articles and videos about successful people and completion of worksheets</i> Conducting seminars on career 	<ul style="list-style-type: none"> Providing students with guidance on further studies, training and subject selection through <i>individual- and/or group-based activities (interviews with life education groups), etc</i> Guiding students in setting goals through <i>life planning camps or life education activities</i> Visiting the Youth College of the Vocational Training Council, tertiary institutions and universities

	<p>identify their characteristics and explore their ideal careers</p> <ul style="list-style-type: none"> • Preparing <i>student learning profiles, individual portfolios and learning progress handbooks</i> to help students learn about their attributes and set goals accordingly 	<p>guidance, e.g. <i>sharing sessions by guests from different fields (including alumni) on further studies, subject selection and work experience</i></p> <ul style="list-style-type: none"> • Visiting the Youth College of the Vocational Training Council 	
Secondary 4 to Secondary 6	<ul style="list-style-type: none"> • LPE lessons, e.g. <i>simulated social experience activities (advanced level) and/or card games on life planning</i> • Incorporating LPE into different subjects (e.g. <i>Chinese and English writing on personal profiles or résumés and discussions on “primary criteria for career selection” and “professionalism and commitment”</i>) so that students can explore the keys to career selection and the spirit of professionalism • Following up on students in need, such as <i>providing guidance, strengthening communication with parents and making referrals to educational psychologists</i> 	<ul style="list-style-type: none"> • Visits to tertiary institutions and universities • Workplace visits and/or job-shadowing programmes, e.g. <i>NWS Career Navigator For Youth Programme, and summer internship and work experience programmes</i> • Applied Learning courses • Connecting subject learning with employment, e.g. <i>arranging workshops on mobile games (App Inventor) for the Information and Communication Technology subject and enrolling students studying Physics/Mathematics for robot design or innovation and technology competitions</i> • Mentorship and life coaching programmes • Seminars on career guidance 	<ul style="list-style-type: none"> • Career aptitude tests, e.g. <i>CII Test, BIM Test, COA Probe Test and career-oriented games</i> • Enabling students to know better about their interests and strengths through assessments and tests • Guidance on university admission and course selection • <i>Simulated job-seeking activities, workshops on preparation of résumés and interviews for university admission, and simulated release of examination results</i> • Visits to universities and tertiary institutions • Work experience activities • Career/education expos • Life planning ambassadors

V. Checklist for implementation strategies

(1) Formulating school-based plans and policies on career guidance

- Promoting LPE as an area of concern under a school development plan.
- Stepping up the efforts of the Career Guidance Team/Life Planning Team in coordinating and planning LPE. The Team may comprise:
 - principal, vice-principal or a senior teacher (Career Master/Mistress) as a coordinator;
 - career teachers;
 - class teachers and subject teachers; and
 - other school personnel, such as curriculum development leaders, student guidance teachers, school social workers, information technology coordinators and administrative support staff.

- Conducting different forms of activities through the Whole School Approach¹ in light of school contexts and students' needs.
- Arranging LPE classroom learning activities in weekly assemblies, class teacher periods and morning reading sessions, etc.
- Incorporating LPE into different subjects/extra-curricular learning activities, such as Chinese Language, English Language, Economics, Accounting, Personal Growth Education at the junior secondary level, Moral and Civic Education, Other Learning Experiences and Applied Learning courses.
- Connecting learning activities conducted by different groups, such as extra-curricular activity groups, volunteer service teams and uniformed groups.
- Providing personalised career guidance/support, such as offering guidance on university admission and course selection and assisting students in compiling learning profiles.
- Making referral arrangements, which include taking post-guidance follow-up actions for needy students, enhancing personalised guidance, maintaining communication with parents and referring students to social workers or educational psychologists.
- Strengthening parent education by arranging parents' days, seminars on subject selection for senior secondary education or multiple pathways, and activities and workshops of parent-teacher associations, etc.
- Setting up an alumni support network for arranging mentorship programmes and sharing sessions on subject selection and career planning.

Reference:

- Guide on Life Planning Education and Career Guidance for Secondary Schools (2014) issued by EDB
(<https://lifeplanning.edb.gov.hk/en/school-administration/guide.html>)
- Resource kits entitled (1) "Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations" (2010)
(http://www.hkacmgm.org/hkacmgm/?page_id=244) and
(2) "Career Mapping: A Career Development Tool for Senior Secondary Students" (2013)
(http://www.hkacmgm.org/hkacmgm/?page_id=212)
co-produced by the Curriculum Development Institute and the Hong Kong Association of Careers Masters and Guidance Masters
- EDB's Life Planning Information Website ("School Administration" corner)
(<https://lifeplanning.edb.gov.hk/en/school-administration/index.html>)

¹ As stated on page 11 of the Guide on Life Planning Education and Career Guidance for Secondary Schools (2014), "life planning education and career guidance service cannot be solely the responsibility of the career team. The service should be led by the school leaders, organised and supervised by career guidance personnel with the support of class teachers, subject teachers and other school personnel".

(2) Guiding secondary school students in post-graduation planning

- Providing up-to-date information on multiple pathways and study options by arranging seminars, visits to local tertiary institutions and education expos, activities on overseas studies, etc.

Information on further studies is available on the following websites:

- Programme searching tool of e-Navigator: Multiple Pathways under the New Academic Structure
<http://eNavigator.edb.hkedcity.net>
- Concourse for Self-financing Post-secondary Education
<https://www.cspe.edu.hk/>
- Electronic Advance Application System for Post-secondary Programmes (E-APP)
<https://www.eapp.gov.hk/>
- Joint University Programmes Admissions System (JUPAS)
<https://www.jupas.edu.hk/>

- Further enlightening students about multiple pathways and study options and incorporating the descriptions of Qualifications Framework (QF) and Qualifications Register (QR) into LPE through seminars, workplace visits, workshops and work experience activities, etc.

Information on the QF is available on the following websites:

- QF
<https://www.hkqf.gov.hk/en/home/index.html>
- List of Specification of Competency Standards
<https://www.hkqf.gov.hk/en/scs/scs/index.html>
- QR
<http://www.hkqr.gov.hk/>

- Further promoting continuing education among students by introducing the connections and networks, as well as the competency standards and progression pathways established for various industries by the Industry Training Advisory Committees under the QF, etc.
- Disseminating information on scholarships, e.g. HKSAR Government Scholarship Fund, Scholarship for Prospective English Teachers, Multi-faceted Excellence Scholarship and Sir Edward Youde Memorial Scholarships.

Details are available on the following website:

EDB's Life Planning Information Website

<https://lifeplanning.edb.gov.hk>

- Equipping students with the ability to search for information on life planning, such as information about further studies, various industries (including job duties, entry requirements, career ladder and pay level), latest position of the job market and job-specific skills.

Details are available on the following website:

EDB's Life Planning Information Website

<https://lifeplanning.edb.gov.hk>

(3) Better acquainting students and parents with continuing education, multiple pathways and the latest development in the job market

- Encouraging parents' participation in projects/activities on career guidance, e.g.
 - Seminars on subject selection for senior secondary education
 - Information Expo on Multiple Pathways
<https://www.cspe.edu.hk/en/Resources-CareerGuidance-MultiplePathwaysExpo.html>
 - Mainland Higher Education Expo
https://www.edb.gov.hk/en/edu-system/postsecondary/policy-doc/pilot-scheme/scheme_2019/Mainland%20HE%20Expo%202018.html
 - Careers expos
- Helping students understand how social values affect occupational stereotyping and cultivate their own attitudes and values towards work.
- Encouraging parents, alumni and outside organisations to actively participate in guidance activities related to life planning.
- Inviting guests, parents and alumni from different fields to share their experiences with students.
- Organising activities to equip parents with the essential knowledge and skills for supporting their children in life planning.

Reference:

- EDB's Life Planning Information Website ("Parents" corner)
<https://lifeplanning.edb.gov.hk/en/parents/index.html>

(4) Strengthening networks and mobilising external resources

- Strengthening internal and external liaison with stakeholders or partners to support students in life planning through the following initiatives:
 - EDB's Business-School Partnership Programme and District Development Networks
https://careerguidance.edb.hkedcity.net/edb/opencms/bspp/home/?_locale=en
 - Labour Department's Youth Employment Start
<https://www.e-start.gov.hk/v4/en/index.htm>
 - Collaboration with other non-governmental organisations (including projects under the Funding Scheme for Youth Life Planning Activities of the Youth Development Commission)
<https://www.ydc.gov.hk/en/programmes/life/life.html>