CLAP@JC Hong Kong Benchmarks for Career & Life Development Toolkit

Contents

Foreword

> ## *Good career guidance helps raise aspirations*
>
> **Sir John Holman**
> **Global Adviser to CLAP@JC and Senior Adviser to the Gatsby Foundation**

In Hong Kong and across the globe, young people face a fast-changing world of employment, even before the coronavirus crisis adds further uncertainty. They need good career guidance more than ever to help them navigate their way into and around this uncertain future.

Good career guidance helps raise aspirations. It promotes social mobility by giving young people from all socioeconomic backgrounds the tools to navigate the complex world of education, training and work. My international study for the Gatsby Foundation, published in 2014, provided some answers to the question.

'What does career guidance look like when it is good?'

Following a successful pilot in 2015-17, the Gatsby Benchmarks for good career guidance are now at the heart of government policy in England.

It has been a wonderful professional experience to be involved in the adaptation of the Gatsby Benchmarks for Hong Kong. The Hong Kong Benchmarks for Careers & Life Development ("HKBM") describe clearly what schools, working with social and business partners and with parents, need to be doing to provide good career guidance to students. To provide schools with even greater clarity, I am pleased that the CLAP@JC II team have produced this Toolkit. It gives evidence-based, practical advice on how to implement each benchmark, including a clear rationale for each benchmark, explaining why it is important. The Toolkit shows the links to Education Bureau's policies and provides Top Tips for Schools, based on the experience of practitioners.

Career guidance is an outward-facing activity, and partnerships – with parents, business, social workers and other stakeholders – are critical, so the Toolkit provides guidance on working with partners inside and outside school.

I know this Toolkit will be an important and practical source of support for all involved in career guidance. In an uncertain world, we can be sure of one thing: whatever the future of employment looks like, young people will need help to navigate the way. The HKBM – supported by this Toolkit - are an important aid to this navigation.

Sir John Holman
Global Adviser to CLAP@JC and
Senior Adviser to the Gatsby Foundation

Foreword

> *Developing a Sense of Future among youths through whole-school partnership-based approach*
>
> **Dr. Stephen W. Y. YIP**
> Director (Schools), CLAP@JC

'What is education?'

According to Jerome Bruner, education is not just about 'applying "learning theories" to the classroom or using the use of subject-centred "achievement testing"results to achieve so-called "standards"'. In a nutshell, education is the cultural reproduction from one generation to another that requires partnerships from society to nurture our youth with what is valuable to the older generations and to equip them with suitably new competencies and a positive 'sense of future' that can help them with both facing the rapidly changing world of work, as well as creating their own futures in all life and social aspects.

Under such a broad purpose of education, Career and Life Development (CLD) is the core agenda for schools to complement the existing subject-based educational targets. It warrants us to consolidate collective professional energy across all existing functional areas in school e.g. subject curricula, life and moral education, life-wide learning activities, parent-teacher collaboration and enterprise (community)-school partnerships.

CLAP@JC's "Hong Kong Benchmarks for CLD"(HKBM) is an adapted version of the world-class Gatsby Benchmarks developed by Sir John Holman from UK, which aims to provide us with a clear picture of quality CLD with tangible criteria for schools to self-evaluate and forward planning in Hong Kong contexts. From the perspective of accountability, it echoes key concepts of the government's guidelines related to three areas, i.e. career guidance, curriculum and school self-evaluation. At a practical level, the 'Toolkit of HKBM' with its key features, 'What good looks like', 'Why this matters', 'Top tips for schools' and 'Working with Partners', have given school leaders, career teachers and education professionals insightful and practical guidance in building quality CLD in their own school-based contexts with an aim to achieve globally-accepted 'practice standards'. Through ongoing efforts from our schools, insights from the Hong Kong Benchmarks for CLD and its subsequent supporting measures, I personally wish for our younger generations to be empowered and nourished with a confident 'sense of future' in their journey from school to work irrespective to their academic abilities. Drawing from Bruner's terms again, our education should be 'prospective' – preparing students for or help them to shape the future, rather than just taking canonical content from the past ('retrospective').

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Introduction

CLAP@JC focuses on fostering a sustainable ecosystem to facilitate youth with their transition from school to work, enabling them to pursue a fulfilling life through cross-sectoral collaboration between school, community and the world of work.

Secondary school is an important learning community that every youth could learn essential knowledge, skills, and attitudes/ values that will be of critical use in their adulthood. In this light, ensuring the quality of career and life development (CLD) provisions should be at the top of school agenda for preparing our young people to face their future in our rapidly-changing society.

Referencing the UK's Gatsby Benchmarks, the CLAP@JC team has created the Hong Kong Benchmarks for Career and Life Development ("HKBM"), a localized and systematic CLD framework that empowers school to add value to their existing CLD efforts through strategic lens.

Hong Kong Benchmarks for Career and Life Development ("HKBM")

HKBM is a systematic self-improvement framework for schools to build quality CLD provisions that can be benchmarked with global standards. With experience gained from Phase I, it was developed in consultation with CLAP@JC's global advisor Sir John Holman (the author of UK's Gatsby Benchmarks) and local educators. The ten guiding principles advisors (or "Benchmarks") for self-evaluation was derived and piloted in six schools with diverse backgrounds since September 2019. Building on the foundation of the pilot, the HKBM become an integral part of CLAP@JC.

The Ten Guiding Principles for Self-evaluation (Benchmarks)

Core
1. A Stable and Visible Career and Life Development Policy
2. Professional Competencies and Leadership

Student Focused
3. Learning from Multiple Pathways Information
4. Address the Needs of Each Student
5. Student Engagement and Co-creation
6. Personal Guidance for Developing Career Roadmaps

Enabling Environment
7. Linking Curriculum Learning to Career and Life Development
8. Meaningful Encounters with the Workplace
9. Meaningful Encounters with Further and Higher Education
10. Parent Engagement and Support

CLAP Phase II Support

Created and funded by The Hong Kong Jockey Club Charities Trust, co-created by The Education University of Hong Kong, the implementation of the programme will cover three cohorts of Network Schools (each lasts 2 years) reaching up to 144 schools over five years, covering about approximately one third of local secondary schools. Over the programme period, Network Schools will self-evaluate and plan their school-based CLD provisions using the HKBM with critical friend support provided by a cross-disciplinary HKBM team from education, social work and business sectors, which aims to bring in their knowledge and insights to build sustainable whole school CLD provisions. Key support for Network Schools are as follows:

Support for Network Schools

i.	**Networks**	• **School Networks (Hubs):** Each network school will join a School Hub to cultivate peer support, exchange of good practices and sharing of resources amongst themselves. A resource school together with professional facilitators will lead the Hub to drive the Hub's direction and foster a community of practice. Hub leaders and the HKBM Team of professionals will conduct onsite school visits. • **Business and Enterprise Networks:** Each network school will be paired with an Enterprise Advisor (volunteer from business sector), who commit their time in providing strategic advice on CLD provisions (Benchmarks 3, 7, 8 & 10) and specific support at activity level to teachers, students and parents if appropriate.
ii.	**HKBM Tools, Critical Friend Support and Resources**	• Each network school will receive cross-disciplinary critical friend support from the HKBM Team on school self-evaluation and action planning on CLD. • Each network school will be given toolkits, case studies on good practices and resource materials. Regular e-newsletter/ bulletin with multiple pathways information, regional and global research and insights etc.

iii.	**Accredited Professional Development Programmes**	• Each network school will receive accredited training offered by EdUHK on CLD (Benchmarks 1-10) for all levels of stakeholders in the school through
		  - 3-hour training seminar for Principals, Senior Leadership Team (SLT) member(s), PTA representatives and/ or school governors (Certificate of Attendance).
		  - 33-hour training for representatives from network schools including Career teachers, PTA teacher, Head of student development, ECA master/representative, representatives of subject curriculum (Accredited Certificate equivalent to QF Level 5 difficulty).
		  - 1-day training session targeting all teaching staff and/or School Social Worker (Certificate of Attendance).

iv.	**Signature Campaigns**	• A few selected schools will join the 'Alternative Path Finder Scheme' (AFPS) and will receive tailor-made support from Community Connectors for conducting social work-oriented case management services, as well as bridging relevant resources from communities to schools and students. (Benchmarks 4 & 6) • Each network school is funded with 'seed money' to start up a CLD Club to foster students' sense of ownership in CLD and promote quality youth-led CLD activities with peers. (Benchmark 5) • The externship campaigns- "Take a CLAP Day" and "Take a CLAP Year" to broaden teachers' horizons in the world of work by exploring another occupation/ profession, will be organized and made available for application from individual teachers with interests, passion in CLD and time commitment. (Benchmark 2) • Network schools will be invited to participate in the bi-annual Career Expo which will be a platform to showcase student co-created initiatives .(Benchmark 5)
v.	**Infrastructure**	• Each network school can enjoy the convenience of using a user-friendly online data platform to record schools' progress of HKBM self-assessment for reviewing school development in CLD and action planning. • Each student in network schools will have systematic records of their CLD journey subject to school-based arrangement (including students' CLD activities and encounters) and personal profiles through the youth-centric data platform. The platform also aims to facilitate Career teachers, school social workers and/ or career advisors to provide personal guidance. (Benchmark 6)

Benchmark 1

A Stable and Visible Career and Life Development Policy

1. What good looks like?

Every school should have a stable policy on career and life development to guide its action plan and programme development. The policy and programme should be regularly evaluated and should be known and understood by students, teachers, parents, enterprise partners and relevant stakeholders.

- The school policy on career and life development (CLD) should be stable.

- The CLD policy should be written down and is in strategic connection with major school development plans (e.g. 3-year education development plan, school's major concerns).

- The CLD policy is with clear description on its aims/ purpose, target group, conceptual framework (strategy), manpower allocation, recurrent budget and infrastructure support, mode of services, action plan and programme monitoring and reviewing mechanism.

- The CLD policy is authorized and backed by the senior management team and is supported by designated manpower or assigned career leader, preferably at a senior graduate master (SGM) grade or above to drive the development.

- The CLD policy should be regularly reviewed with a mechanism outlining how often, under what circumstances and who are responsible for conducting the review, at least every three years.

- The CLD policy should be visible and understood to all stakeholders and their feedback should be regularly collected and considered.

- Procedures are in place to ensure that the feedback collection mechanism is enforced for different stakeholders.

▲ *School should have a stable and visible career and life development (CLD) policy to establish a comprehensive CLD plan in line with whole school approach.*

2. Why this matters?

- This benchmark provides an essential foundation for the other nine benchmarks.

- Education Bureau (2014) highlighted that school's shared commitment on the policy statement is important to facilitate school's CLD education [1].

- A stable CLD policy can continue to be developed to meet the needs of students. It is not entirely dependent on the goodwill of individuals or vulnerable to competing education priorities.

- A stable CLD policy enables young people to make well-informed decisions about the progression in academic and/ or career directions. It also helps them get well prepared to face the challenges in the school-to-work transition.

- A stable CLD policy draws on experts/ stakeholders from within and beyond the schools as resources to facilitate the work on CLD.

3. Top tips for schools*

PLAN

- Review school career plan in accordance with the relevant guidelines of EDB (2014), the school contexts and students' characteristics. Discuss the planning focus with the career team and to come to a consensus.

- Work with career team members to review current provision and champion where CLD policy outcomes are already being delivered and to identify priorities for improvement and further development.

- Make use of the available information (e.g. graduate pathways, employment market information, student intake) to understand more about student background and characteristics for better planning.

- Channel the team's proposed plan to the school leadership team (SLT) and ensure that your CLD policy and plan are documented and have the SLT's approval with sufficient resources (including manpower, recurrent budget and infrastructure) for the delivery. Engage SLT colleagues (e.g. Vice-Principal) in the development of a strategic 3-year plan on CLD which needs to be embedded and sustained in the school development plans.

- Review the communication channels and documents of the CLD policy to ensure that they are accessible and understandable to all stakeholders.

IMPLEMENT

- Present the CLD policy information (including mission and vision statements, strategic objectives) in either Chinese or English or both as well as in appropriate formats to match the communication modes and needs of different stakeholders.

- Set up the CLD team with a good combination of staff with different working experiences.

- Set up the timeline for the CLD policy and annual plan and programme plan (e.g. to have an overview of the progress, content, division of labour, person-in-charge). Division of labours needs to be transparent and clear to the team, to follow the progress easily and in a clear manner.

- Coordinate and collaborate with other functional teams, subject panels and class teachers to join hands in providing different career-related learning opportunities for students through the "Whole School Approach"[2] in light of school contexts and students' needs (EDB, 2014, p.11). Career master/ mistress liaises with functional teams in the school. Assign career teachers to be coordinators in their subject(s) taught (e.g., Chinese, English, humanities, science) to liaise with the subject panels and class teachers.

- Explore and approach potential partners to work with for the programmes. Establish network and develop school's data bank of potential partners (e.g., through collecting alumni name cards). Hold briefing or chit-chat sessions with potential partners (e.g. alumni, parents, employers) to communicate your vision and strategic objectives to all stakeholders and collect views and voices on how their contributions fit in your CLD strategic plan and provisions, and to strengthen the support network in the programme delivery.

EVALUATE

- Make sure your CLD policy is progressive and has a logical flow for the identified outcomes and outputs for each key stage. Plan regular monitoring of the CLD programme using data tracking and stakeholder voices.

- Complete the self-assessment tool (e.g. HKBM self-assessment questions, Stakeholders Survey (SHS), APASO-II) to identify gaps in the programme to be addressed in your CLD policy and/ or strategic plan.

- Proactively collect views and voices from key stakeholders (e.g. students, staff, parents and enterprise partners) on a regular basis (e.g. through questionnaires, surveys and focus groups) to evaluate overall CLD policy, inform future planning and delivery of strategic career plan.

- Undertake regular evaluation (i.e. at least in a three-year period) of the CLD policy and plan with a clear intended purpose, for example, reports for the SLT should be used to inform future decisions about the CLD policy.

4. Working with partners

- **Internal Stakeholders:** Work with colleagues from senior leadership team, other subject panels and functional teams, students, parents and alumni to develop your school CLD policy and strategic plan on the following:
  - Vision and mission;
  - Current provision;
  - Key strategic objectives linked to school priorities;
  - Action plan to achieve objectives.

- **External Stakeholders:** Mobilise external resources and strengthen networks from potential partners such as government bureaus, university/ progression partners, workplace employers and community partners to support and sustain the CLD development and provisions for students.

▲ *The career and life development policy should be regularly evaluated by students, teachers, parents, enterprise partners and relevant stakeholders.*

5. Insights gained from the pilot schools

- Considering students' needs and voices when planning and conducting CLD-related activities is vital. A 'mass-produced' programme (e.g. career talk) may not be relevant to all students as it does not cater for meeting all students' needs and interests.

- Close communication between the SLT and the career team is the key to drive whole-school approach in CLD (e.g. the team could react more flexibly and effectively to certain unexpected situations with the support from SLT to re-arrange the manpower and resources in need).

Reference:

Education Bureau (2014). Guide on Life Planning Education and Career Guidance for Secondary Schools. Retrieved from

https://lifeplanning.edb.gov.hk/uploads/page/attachments/CLP-Guide_E_r3.pdf

Notes:

[1] As stated on page 16 of the Guide on Life Planning Education and Career Guidance for Secondary Schools (2014), "a policy statement endorsed by the Incorporated Management Committee (IMC)/ School Management Committee (SMC) reflecting school's shared commitment towards a more coordinated and systemic approach is instrumental in guiding the planning, implementation and evaluation of life planning education for students in a realistic and practical manner" (EDB, 2014, p.16).

[2] 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".

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 2

Professional Competencies and Leadership

1. What good looks like?

Career team[1], is equipped with core competences in distributed leadership[2], management, coordination and networking to lead trained staff to implement the full spectrum of career education and life development programmes in school.

- Under support and involvement of specific senior management (e.g. Principal, Vice-Principal), career team is equipped with leadership, management, networking, and coordination competencies to oversee the design and delivery of the career and life development (CLD) programme as strategic part of the whole school development plan.

- The career master/ team should be capable of leading and overseeing the systematic design and delivery of the career development plan and programmes, reflecting the school's visions, with appropriate allocation of resources.

- The career master/ mistress[3] should be capable of managing, monitoring and supporting the implementation and evaluation of career development plan and programmes, with clear division of labour, planning of budget, and schedule of meetings and activities.

- The career team should be capable of networking with different colleagues and stakeholders by leading the development of existing and new networks with different types of stakeholders.

- The career master/ team should be capable of coordinating the completion of plan and programmes through facilitating communication and buy-in from internal and external stakeholders[4].

- All staff members should participate in continuing professional development relating to their roles in CLD as an ongoing whole school strategy.

- Career master and career team members should participate in continuing professional development activities at least once a year and at least half of the career team members received initial training on career guidance and counselling.

- School should provide time, space and tangible support (e.g., endorsement, time-off, CPD) for empowering staff members' distributed leadership to co-work for career and life development education in light of enabling whole school approach.

- The career team should provide orientation and induction resources to new team members to cultivate shared values and exchange strategies. The career team should pro-actively deliver professional sharing on CLD practices with all staff, at least once each year.

- The school should offer time and space to enable the staff to conduct external sharing.

▲ Teachers' distributed leadership, management, coordination and networking competencies are enhanced through participating in continuous professional development.

2. Why this matters?

- For effective delivery of the CLD policy in school, it is significant that senior management (e.g. Vice Principal) can offer visible support to career master. According to Education Bureau (2014), the school should provide capacity for the career master to offer direct quality service to the students. Career master should be in the senior position who possesses core competences in leadership, management, coordination and networking to develop a clear, holistic overview of careers provision in the school.

- The career master takes important roles to implement the CLD policy, and is responsible for commissioning, line managing and persuading diverse stakeholders to get involved in the delivery of the school's CLD policy. The career team needs to effectively lead their colleagues, make decisions, enact reforms, respond to emerging changes, and ensure that the school is consistently providing good practices to meet with the benchmarks.

- For quality assurance, the career team equipped with core competences can be responsible to ensure that the school CLD policy can continuously improve and deliver the impacts to suit the needs of students and other stakeholders.

- Distributed leadership tasks require considerable level of expertise in areas such as career guidance, learning and teaching, and management. To ensure that career team and other staff members have sufficient expertise and is competent in this position, it is important to give them access to initial training, continuous professional development and the opportunity to meet and interact with other career masters for knowledge transfer and development of resourceful network outside.

3. Top tips for schools*

PLAN

- Generate a clear organizational structure with indication of the roles of SLT and other functional team/ committee heads/ representatives in CLD to address whole-school approach in distributed leadership and to highlight the connections among different members from the KLA subjects/ functional committees with their operational duties in the CLD.

- Review and update the upcoming academic year's school CLD plan and relevant documentation at the end of each academic year to reflect upon the planning and proposed content of programmes. Ensure the programmes are systematically arranged and delivered, with the use and development of networks and buy-ins from different stakeholders.

- Under the support from SLT, review and augment career team composition regularly to enable whole school approach and to ensure good connection with functional groups, panels and related school initiatives. If necessary, incorporate members such as PTA coordinator, OLE coordinator/ representatives.

- Communicate with the specific senior management (e.g. Principal, Vice-Principal) for backing of the proposed action plan and the required manpower and resources. Career leadership is most effective where the Career master/mistress is on the senior leadership team (SLT) or has a clear reporting line to the SLT.

- Review the list of school network and strategic method (i.e. operational strategies) for communicating with different stakeholders. Build up communication channels for sustainable connection and relationship with external partners, such as employers, service providers and career guidance services, and ensure that the elements of the school's CLD provisions are coordinated and managed through a stable and embedded CLD policy.

- Review and update the orientation and induction resources kits for new team members to reflect upon the latest strategies and interventions of the career team timely.

- Plan and arrange annual sharing meeting for all staff to help them understand the latest development on school's CLD policy and their roles involved in CLD.

- Liaise with the SLT to provide tangible support (e.g. time-release) for the teacher involved to join relevant continuous professional development opportunities to enhance their CLD-related knowledge and competencies relating to their distributed leadership roles whichever appropriate.

IMPLEMENT

- Set up a continuous professional development plan for the staff involved in CLD, with feasible timeline on the specific training sessions arranged in the school action plan or career team's annual plan. Encourage career team members and other teachers involved to advance their professional competence in CLD by joining relevant professional development programmes offered by the school and/ or external organizations regularly.

- Deliver a orientation meeting and provide induction resource kits or deliver peer-to-peer mentorship for new team members in order to cultivate shared values and exchange strategies.

- Coordinate and communicate with career team members and non-career teachers (e.g. class teachers) on the implementation and ensure all parties have been briefed and are clear about the purpose of the CLD programmes and their distributed roles and responsibilities.

- Arrange professional sharing on CLD practices with all staff, at least once each year and promote professional sharing of CLD practices through participating in at least one external sharing session per year outside your school (e.g., seminars, good practice sharing sessions, conferences organized by Education Bureau and other organizations).

- Take lead to establish and expand networks with different stakeholders and coordinate to compile a contact list of various stakeholders who have been or have potential to be partners in the CLD programme delivery.

EVALUATE

- Examine how the current action plan and resources (such as manpower, budget, existing and new networks, and different stakeholders) are effectively planned, implemented, and developed.

- Collect feedback from both internal and external stakeholders through different channels on the aspects of leading, managing, networking and coordinating the design and delivery of the CLD plan and programmes as well as the impacts on the target participants.

- Based on the collected feedback, reflect the policy or the strategic plan with the SLT for discussion on the actual and potential barriers, challenges, or limitations of designing and delivering the programmes, with exploration of solutions or methods on the plan to handle these barriers, challenges or limitations.

- Conduct evaluation and collect comments and suggestions for professional development programmes or sharing sessions on CLD practices to understand the impact and to equip with the CLD-related knowledge and competencies relating to their roles.

▲ *The Career Teams of the HKBM pilot schools receive professional guidance and training and they will promote career and life development activities in their schools pro-actively.*

4. Working with partners

- **Senior Leadership Team (SLT):** Advise the senior leadership team on policy, strategy and resources for career guidance and show how they meet the Hong Kong Benchmarks.

- **Subject Leaders:** Communicate and liaise with subject leaders to highlight the relevance of subject contents/ topics to CLD and workplace learning elements in the subject learning opportunities where appropriate.

- **PTA Coordinator:** Connect with the PTA coordinator to form a parent stakeholder pool for building resources network on CLD activities and to facilitate mutual communication amongst parents to provide them with the up-to-date CLD policies and information of the school as well as to collect their voices and opinions on their expectations and thoughts towards the school CLD policies.

- **OLE/ ECA Team Head/ Coordinator:** Communicate and liaise with the respective team head/ coordinator to introduce how to infuse CLD and workplace learning elements in the OLE/ ECA activities and explore the collaboration opportunities.

- **Apprenticeship/ Mentorship Providers:** Ensure apprenticeship/ mentorship providers have access to the school to share opportunities with all students.

- **Business Partners:** Establish and develop links with employers. Coordinate encounters with employers and work experiences.

- **Alumni:** Build a network of alumni who can help with the career guidance programme.

- **School Social Workers:** Communicate and co-work with school social workers in the planning and execution of BM4 (Addressing Individual Needs) and BM6 (Personal Guidance) especially for those students with diverse needs (e.g. SEN students, disengaged ones). Leverage their network to connect potential community resources for the CLD provisions.

- **NGOs:** Connect and liaise with existing/ potential NGO partners to build collective efforts on providing tailor-made CLD services in line with HKBM standards for students with diverse needs to re-engage them and re-discover their meaning of school life and future development.

5. Insights gained from the pilot schools

- High involvement of representative from the Senior Leadership Team (SLT), i.e. the Vice-Principal, in the implementation could drive and motivate staff's involvement in CLD.

- Start by engaging representatives from different functional teams to formulate the career team, with continuous review of the diversity and representation, of the team composition.

- To boost synergy in CLD, the career team of a pilot school has chosen to start collaboration with one or two KLA champion leaders with the aim of improving both students' academic performance and their career and life development by incorporating CLD-related experiential learning in subject learning. With such positive evidence, the SLT allocates more resources in CLD provisions.

Reference:

Education Bureau (2014). Guide on Life Planning Education and Career Guidance for Secondary Schools. Retrieved from https://lifeplanning.edb.gov.hk/uploads/page/attachments/CLP-Guide_E_r3.pdf

MacBeath, J. (2005). Leadership as distributed: A matter of practice. School Leadership & Management: International Leadership Research Network, 25(4), 349-366.

Spillane, JP (2006) Distributed leadership. San Francisco, CA: Jossey-Bass.

Notes:

[1] Career team: As stated on p. 11 of the Guide on Life Planning Education and Career Guidance for Secondary Schools (2014), the team members may consist of:
  i.   Principal, Vice-Principal or a senior teacher (Career master/ mistress) as the coordinator;
  ii.   Career teachers;
  iii.   Class teachers and subject teachers;
  iv.   Curriculum development leaders, guidance teachers, school social workers, I.T. coordinators, administrative support staff; and
  v.   Teacher(s) assigned by Principal

[2] Distributed leadership: Distributed leadership in CLD contexts broadly refers to a family of effective whole school leadership approaches that characterizes CLD task distribution when the leadership density lessened from the 'power centre', core career team or the "Principal office" (MacBeath, 2005; Spillane, 2006) and spread towards the school's professional communities. This approach type is particularly useful in breaking Silo among CLD-related initiatives, through effective management, leadership, networking and coordinating of the core career team.

[3] Career master (or mistress): Refers to designated manpower or assigned careers leader, preferably at a senior graduate master/ mistress (SGM) grade or above, who is responsible for leading the entire CLD programme in school.

[4] Internal stakeholders: Refer to students, parents, teachers;
  External stakeholders: Refer to employers, community partners, university/progression partners.

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 3

Learning from Multiple Pathways Information

1. What good looks like?

Students should have access to the latest information about <u>multiple pathways</u>[1] to inform their career and life decisions and act accordingly. Students actively and confidently connect, select and make best use of latest information of multiple pathways, through reflection, according to their own needs, interests and abilities to make choice and act on their decision.

- <u>Good quality information</u>[2] about multiple pathways should be in full range of opportunities including all academic, informal, and <u>VPET</u>[3] pathways with a full spectrum from study, leisure and career options of both paid and unpaid work.

- The school provides training for students to learn how to find and process the up-to-date information about multiple pathways to make informed choices for their future development.

- The school makes the up-to-date information about multiple pathways highly visible and attractive which include a mix of printed materials and online resources to help students understand the full range of different pathways.

- By Secondary 6, more than <u>90%</u>[4] of students identify at least three possible pathways to pursue after graduation. They are confidently seeking multiple pathways information to inform their decisions about further learning and/ or work.

▲ *Through sharing on the value, attitude, skills and knowledge of a pet groomer, enhance students' reflection on their own interest and competencies to make choices on CLD.*

2. Why this matters?

- Access to a wide range of multiple pathways information helps to motivate students to be aware of the diversity of future options to plan their future and reflect upon their study progress and actions taken in pursuing chosen pathways. Curriculum Development Council, Education Bureau (2019) noted that students should be conveyed to understand the up-to-date information on multiple pathways and study options, which is important to facilitate students to have plans for their future.

- Provide the latest and diverse information including details about the labour market to meet the needs of students can encourage students to think about possible personal development directions to match their individual characteristics and strengths with the possible pathways. In this connection, students can understand how to seek and analyze sources of multiple pathway information to consider different options and make informed decisions to encounter school-to-work transition.

- Improve school's circulation of multiple pathways information can help promote students' exposure to up-to-date information and motivate students to ask teachers for advice, and help build an information-rich environment.

- Teachers need to be updated about new and developing pathways, such as different work approaches, new careers, apprenticeship, serious leisure activities and different online platforms for CV creation, which help students to make good use of the information for pathway exploration.

3. Top tips for schools*

PLAN

- Develop a systematic and holistic programme plan to present multiple pathways information to students. Start early from Key Stage 3 to enhance students' motivation (e.g. involving whole-school parties including different subject panels and different committees, class teachers) to explore diversified information on multiple pathways and build a more in-depth understanding of different career options they are interested in.

- Boost students' motivation through different means in the career and life development (CLD) plan (e.g., curriculum development, personal guidance and other learning experiences), to equip with students with up-to-date information.

- Make sure to disseminate information of a variety of pathways through the chosen communication channels with students and parents (e.g., website, e-platform, school's notice boards, CLD resource centre) and learning activities (e.g., talks, sharing sessions, CLD periods).

- Equip teachers with up-to-date information on multiple pathways information, through communicating or arranging meetings with external stakeholders (e.g., representatives from higher education institutions, staff members from employment resource centres, and enterprise advisors) to collect the latest information on different pathways.

▲ Through "Latte Art" experiential activity, students understand the up-to-date trend of being a Barista so as to broaden their exploration of multiple pathways.

IMPLEMENT

- From Key Stage 3, make the up-to-date multiple pathways information highly visible and attractive, including a mix of printed materials (e.g. related info posters, booklets, notice boards) and online resources (e.g. relevant websites, create a online platform for S.3 and S.6 students to provide up-to-date information respectively) to help students and parents understand the full range of different pathways.

- Start from key stage 3, foster students to analyze and use up-to-date information to make decisions by considering their values, attitude, skills, knowledge, strengths and interests.

- Sustain long-term and effective network with different stakeholders, including higher education advisors, enterprise advisors and serious leisure devotees (e.g. organising networking gathering and other means) to co-create with stakeholders in the programme design, listen to their feedback and use their feedback to update practices. May invite students to gain experiential experiences on the multiple pathways.

EVALUATE

- Involve students to give feedback about the applicability and impact of multiple pathways information offered by the school.

- Listen to what students say about multiple pathway information to and support ongoing updates of information and CLD messages delivered to students (e.g. for updating multiple pathways information, conducting personal guidance).

- Share collected student feedback to relevant teachers with different functions (e.g., Panel Heads, ECA coordinator) to review their plans and programmes.

- Ensure students can identify at least three pathway possibilities after graduation to help them understand potential options they can pursue and factors they should consider, and identify gaps between students' choices and the information or advice provided by the school.

4. Working with partners

- **Higher and Tertiary Institution:** Regularly review information about new courses and requirements, and make sure students understand a range of different subjects.

- **Vocational and Professional Education and Training (VPET) Institutions:** Contact higher education institutions that provide VPET training to seek collaboration to arrange meaningful visits and exchanges with an aim to enrich the variety of students' pathway options.

- **Alumni:** Connect alumni to formulate a potential contact list, and make use of the list to arrange sharing sessions and events to feature information related to different pathways.

- **Serious Leisure Devotees:** Keep good contact with people who devote themselves in serious leisure activities, and invite them to share personal career experiences that can enrich students' understanding of different career developmental pathways.

- **Employers:** Contact potential business partners to gather their up-to-date labour market information, disseminate relevant information to students, and connect relevant details to the CLD curriculum or CLD-infused subject curriculum. Work with potential business partners to arrange talks or presentations to introduce the information.

- **Parents:** Provide up-to-date multiple pathways information to parents in earlier stage of secondary studies e.g. Senior Form Electives selection Briefing session of F.3 students.

▲ *Through diverse experiential learning activities, students recognize the process of developing **serious leisure devotees**' career paths from their personal interest.*

5. Insights gained from the pilot schools

- A pilot school puts strong emphasis on providing students with multiple pathways information and schedules a school day for a whole-school event called **"Pathfinder @ CLAP"**. The career team leads the planning and execution in collaboration with other functional teams to organize 30 different thematic talks or workshops on future studies and career pathways. Class teachers also make good use of the multiple pathways information from this event to conduct follow-up individual or group guidance sessions with students.

- Providing up-to-date multiple pathways information to functional team teachers based on their needs and specialties rather than overloading them with all different pathways information.

- Identify different multiple pathways information based on the school needs, as different schools have their own set of multiple pathways information to meet the needs of their students.

Reference:

Curriculum Development Council, Education Bureau (2019). Career and life planning- multiple pathways for all students to excel. Retrieved from https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20Booklet%209_en_20190829.pdf

Education Bureau (2020). Multiple Pathways.
Retrieved from:
https://334.edb.hkedcity.net/new/en/multiplepathway.php

Relevant information on the website of
The Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM). Retrieved from:
https://www.hkacmgm.org/category/information/

https://www.hkacmgm.org/publication/article/2020/02/12/%e7%99%bc%e6%8e%98%e9%96%80%e8%b7%af-%e9%81%94%e6%88%90%e5%a4%a2%e6%83%b3/

Notes:

[1] Multiple pathways refer to the diverse options available for the youth to pursue including but not limited to academic pathways, career pathways, leisure life, and extended notion of work (ENOW) experiences.

[2] Good quality information- means that the information provided must be complete, fair, accurate, easy to understand and up-to-date. It might challenge stereotypes and biases, or offer insights into the future career trends.

[3] VPET- Vocational and Professional Education and Training: More information on VPET is available at the latest Review Report:
Task Force on Promotion of Vocational and Professional Education and Training (2020). Task Force on Promotion of Vocational and Professional Education and Training Review Report.
Retrieved from:
https://www.edb.gov.hk/attachment/en/edu-system/other-edu-training/vocational-other-edu-program/VPET_TF_Report_2019_e.pdf

[4] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 4

Address the Needs of Each Student

1. What good looks like?

Career and life development programmes should be tailored based on the needs of each and every student, with addressing diversity and equality throughout.

- School's career and life development (CLD) programmes should actively seek to challenge stereotypical thinking of parents, teachers and students (e.g. in terms of gender, religious background, ethnicity, family background) and raise motivation and aspirations.

- School ensures that opportunities, advice and support given are tailored to the needs of each student (including students with special educational needs, and at-risk students).

- School enables and facilitates students to discover their interests and needs toward making informed choices by means of career exploration activities (e.g. career assessment) and career tools to identify students' values, attitudes, skills and build up their individual profiles.

- School should keep systematic records of the individual advice given to each student[1] and subsequent agreed decisions. All students should have access to these records to support their career development.

- School should collect and maintain accurate data for each student (including S.6 graduates and school leavers in other forms) on their education, training or employment destinations for at least one year after they leave school.

2. Why this matters?

- Schools offer careers programme to broaden students' understanding of careers, in order to facilitate students to make decision with awareness of their stereotypical thinking (in terms of gender, religious background, ethnicity, family background, etc.), and maintain positive attitude and the momentum to adjust their career choices (in terms of career-development direction, interest-development direction, etc.) with reference to their needs and preferences.

- Schools can also develop specific careers provision for groups of students with special educational needs (Yang, Yuen, Wang, Wang, & Sin, 2020) and students who are alternative path seekers[2] so as to foster these groups of students to obtain personalized advice and support for their career planning.

- Through accessing to the personalized results and analysis of different career assessment tools (e.g. online engagement platform, VASK[3] cards), students can identify their own interests, strengths, values, attitude, skills and knowledge, to develop their individual profiles and an individualized career roadmap for making better choices to plan and manage their own life journey.

- Keeping accurate records and data systematically for each student enables schools to trace students' career choices and update students' status after graduation. Meanwhile, students can modify their career roadmaps in accordance with these updated records.

▲ *Facilitate students to discover their interests and needs through experiential learning activities on CLD.*

3. Top tips for schools*

PLAN

- Consider and address the chosen stereotypical thoughts (in terms of gender, religious background, ethnicity, family background, etc.) at the year plan meeting.

- In any stereotypical situation consider to integrate the elements of challenging stereotypical thinking and raising students' aspirations whenever appropriate. Communicate and work with relevant functional committees to get the data of students belonging to vulnerable groups (e.g. students with special educational needs, alternate pathway seekers) in school and plan the tailored programmes which are specifically designed to cater for the targeted students.

- Choose at least one career assessment tool and prepare the relevant worksheets, individual profiles, and career roadmaps to identify and debrief students' interests and strengths through the perspectives of values, attitude, skills and knowledge (VASK). To facilitate students' exploration of personalized choices or targets about further education and work.

- Set up a mechanism to keep students' profiles including the career roadmaps and developmental experiences, which would facilitate students to build up their student learning profiles (SLP).

- Set up a mechanism to keep exit data, including education, training or employment destinations after they leave school.

IMPLEMENT

- Liaise with various stakeholders (e.g., alumni, serious interest devotees) to arrange CLD programmes with the elements of challenging stereotypical thinking and raise aspiration.

- Collect the list of students with special education needs and who are potential alternate pathway seekers from relevant teachers and communicate with SEN Co-coordinator (SENCO), social workers, parents directly to address their expectations to organize the tailor-made follow-ups. Involve students in the discussion process.

- Conduct briefing or discussion with relevant teachers to remind them to adjust the expectations and make accommodations based on the characteristics of targeted students who have special educational needs and/ are alternate pathway seekers.

- Arrange form-based briefing and debriefing to support students to formulate, review and revise their individual profiles and career roadmaps (e.g., using designated websites / links such as SLP, CV360). Remind students to formulate and update their profiles and roadmaps before deadline(s).

EVALUATE

- Evaluate the support effectiveness with different stakeholders (e.g. functional teams/ committees).

- Use questionnaires to collect students' feedback about the programmes. Arrange a short meeting among teammates to review the impact and implementation, and make recommendations.

- Collect qualitative feedback from other functional committees (e.g., other teachers, SEN teachers) and other stakeholders (e.g., service providers).

- Collect qualitative feedback to review and understand the use of career tools such as career assessment to understand if the tools are appropriately chosen to support students' development of individual profiles and career roadmaps based on their needs (e.g., gather teachers' feedback through a meeting).

- Evaluate the record-keeping system of students' artefacts such as individual profiles or career roadmaps.

- Review the more effective channels of collecting information from students (e.g., emails, WhatsApp, telephones) to understand their destinations, to ensure the data is accurate and complete.

- Evaluate the increasing variety of career choices and trend of modification of choices.

4. Working with partners

- **Alumni:** Invite alumni to share her / his career experience in order to actively challenge students' stereotypical thinking.

- **Serious Interest Devotees:** Invite people who devote in developing their serious leisure from the community, business, or school network to share their career stories (e.g., how their interests are built on their personal qualities), so as to facilitate students to reflect on serious leisure development and different notions of work.

- **NGOs:** Accumulate the list of NGOs that are capable to co-work with the school to provide tailor-made service for students with special educational needs and students who are at-risk. Align the mutual expectations of the school and the organization on how the tailored programmes can be organized.

- **Other Schools:** Learn from other school practices, exchange practices on how to provide specific programme for challenging stereotypical thinking and raising the students' aspirations.

5. Insights gained from the pilot schools

- Network with different functional committees to understand the needs and background of the students.

- Encourage teachers to attend training to update their knowledge on how to read and interpret the career assessment reports or briefing/ debriefing materials.

- Set up a mechanism that experienced teachers can coach or transfer the knowledge to other teachers on how to interpret the tools or materials or understand the updated development of relevant tools or resources.

- Work with SENCO to make use of the objective quantitative data (e.g., APASO II) to understand their social and affective needs and personal reflection.

- With SLT's support, composition of career team should involve SEN-related teacher or assistant, to address the targeted students who have special educational needs.

- Use appropriate Knowledge Management tools (e.g. story circles, knowledge cafe) to enable practice-level sharing of good practice among teachers and personnel in promoting CLD among different types of students.

Reference:

Dwyer, P. (1996). Opting Out: Early School Leavers and the Degeneration of Youth Policy. Hobart: National Clearing House for Youth Studies.

Task Force on Promotion of Vocational and Professional Education and Training (2020). Task Force on Promotion of Vocational and Professional Education and Training Review Report. Retrieved from https://www.edb.gov.hk/attachment/en/edu-system/other-edu-training/vocational-other-edu-program/VPET_TF_Report_2019_e.pdf

Yang, L., Yuen, M. T., Wang, H., Wang, Z. Y. & Sin, K. F. (2020). Assessing career life skills self-efficacy of students with special educational needs: A comparative study in Hong Kong. In M. Yuen, W. Beamish, and V. S. Solberg (Eds.), Careers for students with special educational needs: Perspectives on development and transitions from the Asia-pacific region (pp.313-326). Singapore: Springer.

Notes:

[1] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

[2] Alternative path seekers: Refer to the youth who seek pathways other than the traditional academic tracks. A more positive toned name of "early school leavers" (Dwyer, 1996).

[3] VASK: Refers to Values, Attitudes, Skills and Knowledge. More information is available at the CV360® User Guidelines (p.11): https://www.clap.hk

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 5

Student Engagement and Co-creation

1. What good looks like?

Students should be the owners of their career and life development. School should engage and facilitate students to be active CLD activity co-creators as well as their own career path creators.

- School has established an effective mechanism to engage students with support from school personnel/ adults/ peers, in planning, implementing, and evaluating the CLD programmes and activities.

- There are underline supportive measures[1] (e.g., creation of time and space for student-teacher co-creation) to facilitate students' participation in taking joint actions with school personnel, other adults and peers on career and life development practices in school.

- School should provide opportunities to students to give their feedback/ opinion on the planning of at least one activity related to CLD in their junior and senior forms respectively.

- Students can experience at least one opportunity to extend connections and collaborations with adults (e.g. mentors, Serious Leisure Devotees, parents, alumni) and peers on career and life development, through participating in various forms of CLD programmes/ career-related activities. Students should also be engaged to co-create at least one CLD programme/ related event each year.

- Schools should have a record system to document students' initiatives/ ideas and action plans on CLD programmes. Alternatively, there should be a channel for students to inform schools of their wishes and needs to co-create CLD programmes.

2. Why this matters?

- By gathering and reviewing students' feedback/ opinion in response to their career development needs, schools can update CLD policy and provide tailor-made programmes to address students' needs and concerns.

- School establishes a mechanism/platform to ascertain student-adult partnership and students' bottom-up participation, which support the development of students' various competences (e.g. leadership, communication and presentation skills) through students' co-creation and participation in the CLD programmes.

- Through taking more active role in organising and/ or having shared decision-making for planning, implementing, and evaluating of career-related activities, students' sense of ownership on their future development would be strengthened.

- By engaging in the co-creating process, students would realize their roles as programme co-creators to explore different sources of CLD information and opportunities pro-actively so as to provide quality activities for their peers. Students can also be aware of their position as owners of their future life pathways to develop responsibility of their future decision making process.

▲ *Peer connection and collaboration have been fostered by advocating career ambassadors to lead CLD group activities.*

3. Top tips for schools*

PLAN

- Set up a mechanism to collect CLD ideas and preferences from students or establish a CLD prefect team in the beginning of academic year (e.g. gather students' voices or preferences on the different pathways and latest career trends they want to have more in-depth exploration, or hold co-meetings with CLD prefects).

- Communicate and conduct meetings to engage school departments or groups to discuss potential and/ or on-going cross-departmental collaboration on student engagement and co-creation of CLD programme.

- Ensure students' and teachers' feedback is discussed and reviewed through different channels (such as teacher evaluation meetings, feedback forms) to gather feasible ideas to help improve or upscale the existing programmes. (e.g. meeting with students to gather their ideas.)

- Facilitate students to actively maintain connections with the programme partners (e.g. mentors, Serious Leisure Devotees, parents, alumni) to mobilize connection for future activities.

- Recruit students who are interested in leading CLD-related projects or activities. (e.g. If school has the CLD prefects club, select and train up potential students to equip them with knowledge and competence to design CLD programme for their peers).

- Promote the core message & value of CLD or integrate CLD elements in the existing school activities or practices (e.g., career activities, OLE activities, subject learning fairs), to link current activities with student co-creation practice.

▲ *Students turn the ideas of running a New Year Fair Booth into action plan, with the help of teachers and some stakeholders.*

IMPLEMENT

- Collect students' voice (e.g., collect questionnaires from CLD periods, class teacher periods, whole-form activity, assembly) and bring the data to the teacher meetings for discussion and come up with junior and senior students' preferences.

- Consider different means to recruit potential students to be involved in the CLD activities (e.g. nomination by teachers' recommendation and students' voluntary involvement) and prepare them (e.g., equip them with career exploration, programme organising, presentation and leadership skills) to take up active roles in the career-related activities.

- Provide a platform or opportunity (e.g. common time, space through arranged meetings) for CLD prefects or students involved to discuss and exchange ideas in CLD-related activities.

- Provide advice on networking process to facilitate the students to have at least one meaningful encounter to interact with different partners (e.g. mentors, Serious Leisure Devotees, parents, alumni).

- Provide communication channels (e.g. emails, online forms, WhatsApp groups) to collect feedback from different internal and external stakeholders including students and designated staff members.

EVALUATE

- Collect students' feedback/ evaluation of the meaningful encounters after the encounter or within one week as students' memories are still refreshed.

- Conduct evaluation meeting with CLD ambassadors or students involved in CLD-related activities to evaluate effectiveness of the CLD programmes, and students' enhancement of competencies (e.g. debrief students to help students integrate their co-creation learning experiences into their developmental portfolio/ learning profiles or curriculum vitae (CV) for future study and pathway considerations).

- Collect stakeholders' feedback including alumni, partners, and collaborators and review the implementation of the meaningful encounters after the CLD programmes.

4. Working with partners

- **Mentors:** Invite mentors from different industries to share the values, attitude, skills, and knowledge regarding their industry characteristics and workplace experiences.

- **Serious Leisure Devotees:** Connect people who devote into serious leisure from different areas of interest to share personalized experiences to the students.

- **Parents:** Identify potential parents as a resourceful person to take part in the CLD programmes or share information or experiences, in order to widen parents' CLD mindset.

- **Alumni:** Invite alumni as guests to share different pathway information and experiences.

▲ *Encourage students to participate actively in and promote CLD activities to develop themselves as the pioneers of their own career paths.*

5. Insights gained from the pilot schools

- Establishment of 'CLD Prefect Ambassadors' or CLD club/ committee does help facilitate student engagement and co-creation in school's CLD provisions.

- Co-creation can be infused in different existing practices (e.g. take lead in OLE activities, ECA activities of subject learning, student leadership training).

- Collect student ideas and voices to conduct CLD-related activities (e.g., alumni sharing, CLD broadcasting programme, student sharing of HKDSE subjects to S.3 students). Students are more motivated to join the activities designed based on students' choices or preferences, and interests. Student/ peer mentors, CLD prefects, alumni can also be empowered.

- Student co-creation and connection with alumni can help student engage alumni to be significant resources for the career-related activities.

Reference:

Tracy X. P. Zou, Neil C. Mickleborough, Stanley S. M. Ho & Stephen Y. W. Yip (2015). Students as learning experience designers: the effect of student-driven approaches in a Hong Kong study, International Journal of Pedagogies and Learning, 10:3, 179-193, DOI: 10.1080/22040552.2015.1135497

Notes:

[1] Supportive measures: Refer to measures provided by the school for the students and/or teachers, such as the creation of time and space for student-teacher co-creation; the development of communication platform/channels between students and school personnel/ other adults/ peers.

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 6

Personal Guidance for Developing Career Roadmaps

1. What good looks like?

Every student should receive personal guidance for identifying life goals, making their <u>career roadmaps</u>[1], whenever significant education or career choices are being made.

- <u>Each student</u>[2] should receive at least one <u>personal guidance interview</u>[3] for developing career roadmaps from <u>trained educators</u>[4] (e.g. career teachers, class teachers, other teachers, enterprise advisors/ mentors, social workers, etc.) by the end of Secondary 3 and at least one more by the end of Secondary 6, in prior to significant education or career choices are being made.

- Personal action plans with identified life goal for developing career roadmap are co-created by both trained educators and students after the personal guidance sessions.

- A record keeping system is developed to track the student's development of career roadmap. The plan should be reviewed and tracked by both of the student and the trained educator at least once per year.

- Effective personal guidance for developing career roadmap should enrich students' profiles by discovering their own competence, interest, values, attitude, skills, knowledge (VASK) and experience in expanded notion of work (<u>ENOW</u>)[5].

2. Why this matters?

- Personal guidance offers personalized support tailored to each student's needs and abilities. It assists students in identifying, establishing and reviewing their individual career needs, goals and difficulties. According to Education Bureau (2019), career guidance is an essential element in the

school curriculum to facilitate students' life-long learning and whole-person development, and the school can offer personalized guidance and support to students (e.g., guidance on selection of courses and options, facilitation in formulating students' profiles).

- Professional personal guidance from trained career advisors helps students articulate their values, attitudes, skills and knowledge (VASK), which allows students to have a better comprehension of their strengths and potentials for developing their career roadmaps.

- Personal guidance also can build student's persistence, motivation and confidence to review and overcome any barriers preventing them from moving forwards, and clarify their goals and expectations on the pathways or options they want to pursue.

- Traceable and structured record-keeping system helps students connect their personal profiles to future development, and extend their understanding of different work experiences to help students make informed choices.

▲ *Teachers and students discuss the expectation before organizing the experiential activity.*

3. Top tips for schools*

PLAN

- Negotiate with the Senior Leadership Team (SLT) to allocate or deploy manpower to see if the number of teachers is sufficient and the qualifications are relevant. The teachers should be come from diverse background (e.g., teachers from different subjects) to make sure every student from F.3 & F.6 receive personal guidance[6].

- Prepare or create a user-friendly record-keeping system (digital or non-digital) and interviewing tools or guidelines to keep track and facilitate the personal guidance process.

- Ensure that trained educators (e.g. career teachers, class teachers, other teachers, counsellors, social workers, enterprise mentors, external service providers) are equipped with knowledge in:
    - i. career assessment including its analysis & debriefing;
    - ii. latest labour market information;
    - iii. career exploration and roadmap formulation; and
    - iv. debriefing of workplace learning and meaningful encounters.

- Prepare the toolkit and package to inform trained educators the resource list on what materials (e.g. tools, guidelines, and websites) are available to plan for personal guidance. For students, worksheets or records should be prepared for personal guidance. For instance, student profile in an excel format is prepared to facilitate trained educators to understand students' background, electives taken, etc. Feedback forms should be prepared for students' evaluation.

- Update relevant and latest materials for teachers to be referencing resources, to provide professional consistent and accurate information to students during personal guidance.

- Summarize the past experiences and document the students' concerns, their scenarios and examples for teachers as references to provide personal consultation and guidance.

IMPLEMENT

- Initiate meetings among career team and related personnel (e.g. trained educators, class teachers) to confirm the allocation of human resources on personal guidance and the implementation schedule for students from S.3 & S.6 before or at the beginning of a school term. Based on teachers' strengths to allocate them in charge of different students, and consider if the teachers are familiar with the students (e.g. taught the students before, a science teacher will follow a science student). Teachers need to document the time spend on conducting personal guidance with the students and to allow flexibility (e.g. for S.3 and S.6 guidance).

- Brief trained educators the resources, the aims, expectations and expected outputs of the personal guidance, and updated information for attention.

- Brief students how to access personal guidance and the preparation before personal guidance (e.g. worksheets, reflective journal). Refer them to trained educators at appropriate times for individual advice and support. I Inform parents through effective communication channels (e.g. conduct subject selection talk for S.3 students' parents) on the arrangements of personal guidance.

- Trained educators explore students' strengths, weaknesses and the expected three possible pathways during the personal guidance to focus on life goals and career roadmap. A contingency plan should be prepared in response to emerging situation.

- Complete interview records (with consent from the suitable parties).

EVALUATE

- Review students' personal actions plans or career roadmaps at least once per year by the assigned trained educators who have to report to the career team on the progress and obstacles.

- Collect students' feedback/ evaluation (e.g. through questionnaires or online forms) after personal guidance to understand the guidance effectiveness from students' perspective.

- Collect trained educators' qualitative feedback (e.g. organize a review and sharing session) about the implementation of personal guidance to understand how this practice can be enhanced.

- Review and update existing record-keeping system, personal guidance interviewing guidelines, tools, materials, or resource package consistently and user-friendly.

4. Working with partners

- **NGOs or Professionals:** Invite NGOs or professionals specialized in career counselling to provide paid/ non-paid training for teachers/ other educators, or outsource personal guidance service to related NGOs or professionals when necessary.

- **Other Schools:** Learn from other school practices on how personal guidance is conducted, and exchange tips to conduct guidance effectively to students.

▲ *Co-create career roadmap with students through personal guidance.*

5. Insights gained from the pilot schools

- Encourage more teachers (e.g. class teachers, subject teachers) and the related personnel to have on-going professional development on personal guidance with updated CLD information. Colleagues' continuous professional development (CPD) on personal guidance would be recorded in the school's internal portal for planning and reviewing purposes.

- Distribute up-to-date resource list to the teachers involved in personal guidance to maintain professional consistency and ensure the guidance quality on giving information to students. Apart from sharing resources, the career team will conduct briefing meeting on personal guidance for teachers involved including:

  i.   Objectives
  ii.   Expected outcomes
  iii. Evaluation matters
  iv.   Updated reminder

Reference:

Education Bureau (2019). Information Note on the Framework of Implementation Strategies for Life Planning Education at Schools. Retrieved from https://lifeplanning.edb.gov.hk/uploads/page/attachments/Framework_Eng.pdf

Savickas, M. L. (2012). Life Design: A Paradigm for Career Intervention in the 21st Century. Journal of Counseling and Development, 90(1), 13-19.

CLAP@JC (2019). CLAP Life Design: User Manual & Student Booklets. Retrieved from:
https://www.clap.hk/

Notes:

[1] Career roadmaps: Refer to a plan of student for actualizing a goal in his/her career development journey.

[2] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

[3] S.3 & S.6 as the latest opportunities for personal guidance interviews.

[4] Trained educators: Refer to the front-line practitioners who have received CLD related training from a recognized body.

[5] Expanded notion of work (ENOW): Refers to paid and unpaid work experiences in the development of an individual's values, attitudes, skills and knowledge (VASK)   which are transferrable in the world of work.
More information is available at the CV360® User Guidelines (p.10-11)
https://www.clap.hk/

[6] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 7

> *Linking Curriculum Learning to Career*
> *and Life Development*

1. What good looks like?

All teachers should link curriculum learning with career and life development. Subject teachers should highlight the relevance of the subjects for a wide range of future career and life pursuits.

- Schools should incorporate career and life development (CLD) concepts and practices in their curriculum holistically to equip students with career development competencies through the whole school approach in light of school contexts and students' needs.

- Students should further experience career-related learning in at least one senior form core subject and two electives/ Applied Learning (ApL) courses. Elements of CLD[1] and workplace learning should be embedded in school subjects (both in senior forms and junior forms) to enhance students' understanding of the connection between the subjects and careers, including essential/ adult skills[2] (e.g. communication, team working, problem solving in technology-rich environments) and career progression pathways.

- Career-related learning should also be delivered through co-curricular or life-wide learning activities. Schools should organise various co-curricular learning experiences (including Other Learning Experiences, OLE) which provide opportunities to complement formal lessons delivered under the school-based CLD curriculum and subject (KLA)-based learning to build on students' interest and aspirations in different fields of work.

- The three main delivery modes of linking CLD to the whole school curriculum are:

i)   **Providing career-related learning as a stand-alone CLD curriculum[3] or timetabled programmes/ lessons** (usually as part of the Life Education/ Positive Education lessons, units of Class Teacher Lessons) for different forms of students.

ii) **Incorporating career-related learning within subjects/ KLAs.** Subject panel heads and teachers should identify where the career-related learning outcomes would be covered in their own subject curriculum and how elements of CLD and workplace learning could be embedded in their subject teaching, e.g. illustrating how personal financial skills taught in "Business, Accounting and Financial Studies" (BAFS) can be applied in the real world and how to bring in the latest market information and workplace resources into the classroom. e.g. STEM jobs in real world.

iii) **Organising career-related learning through co-curricular/ life-wide learning activities.** CLD-related content is delivered though informal and voluntary experiential learning activities which are connected to the formal curriculum. For instance, BAFS/ Economics students' interest, knowledge and skills of the subjects could be further enhanced through joining in a territory-wide project/ competition to solve and address a real-life problem in running a business. Apart from gaining authentic experience in applying subject knowledge and skills in the project/ event, the students could also develop relevant essential/ adult skills such as communication and team working required in the workplace.

2. Why this matters?

- In alignment with the Education Bureau's emphasis on Life Planning Education (LPE) and career guidance as "integral parts" in the holistic school curriculum to support students' whole-person development and lifelong learning (EDB, 2014 & 2019), a stand-alone CLD curriculum or timetabled career-related education programmes are used to pull together and complement other subjects learning and to help students gain better understanding of themselves, set life goals and development plans for future study and career pathways progressively.

- Schools adopt a strategic approach to embed CLD elements in subject learning in the light of making subjects more relatable to everyday and working life. Such strategy could help students getting more engaged in connecting their subject learning to their career and life development as they can perceive the relevance of what they are studying to real-life contexts in workplace and the career progression pathways. Hence, career-related subject teaching is highly influential to help students develop their career interest and aspiration.

- Career-related experiences in the OLE or CLD-related extra-curricular activities, which are mostly adopting experiential learning strategies and occupy allocated time in the overall senior secondary curriculum framework, are complementarily linked with subject curriculum learning to the progression in both academic and career directions.

3. Top tips for schools*

PLAN

- Identify career learning outcomes for the CLD curriculum or timetabled career-related education programmes that would be best delivered through as progressive learning sessions and plan (starting from junior forms) for the timetabling and designated manpower of the implementation.

- Identify subject panels showing more readiness and interest in infusing CLD elements in the subjects and start collaboration with them to share the practices at regular school meetings/ annual staff development day and to bring other teachers and subjects on board.

- Review relevant Scheme of Work (SoW) or unit plans of the identified subjects on where appropriate embedding CLD and workplace learning elements align with the CLD concepts (e.g. careers or extended notions of work (ENOW), under the support of the Career master/ mistress and senior management personnel (e.g. Vice-Principal). Consider elective subjects as the entry points for such curriculum innovations, esp. connection with workplace.

- Ensure the CLD elements/ activities relate to or infuse into the provisions of OLE or extra-curricular activities which are tailored to the CLD needs and circumstances of students.

IMPLEMENT

- Support class teachers or non-career teachers to understand the CLD learning outcomes and how to deliver the related programmes with guides and learning materials developed by the career team.

- Provide sufficient briefings and debriefings as well as enough resources to help teachers to understand how to deliver CLD curriculum.

- Highlight the relevance of subject contents to CLD learning in at least ONE of the following areas:

    i) Relevant CLD elements (including themes of self-understanding, pathway exploration and career management) or concepts of careers/ extended notions of work (ENOW) being embedded in the subject schemes of work or unit plans;

    ii) Career progression pathways and skills in demand from the relevant industries being introduced;

    iii) Workplace resources (e.g. the latest labour market information and human resources from the community partners/ employers) being utilized in the subject learning activities. (e.g. Consider making use of teachers' personal workplace experiences as resources. Identify teachers who have other workplace experiences other than teaching

to share the experiences with students or consider counting CPDs for subject teachers to visit relevant industries and to have encounters with potential employers/ professional associations for developing relevant resource network.)
(Particularly, BM7 and BM8 can be done co-currently in enhancing cost-effectiveness and synergies.)

- Consider opportunities to engage alumni, parents and community partners from different work fields to support career-related OLE or extra-curricular activities, e.g. mentors in a STEM club, or a speaker in the annual career fair.

- Communicate with the teachers (e.g. on the staff development day or in OLE meetings) to facilitate the implementation of CLD-related activities, and connect with OLE or extra-curricular activities if applicable. Introduce to teachers how workplace learning elements can be integrated into their curriculum (e.g., on staff development day).

EVALUATE

- Collect students' feedback/ suggestions to inform future planning and programme delivery in a timely manner (e.g. within one week after the event/ programme delivery) and review the feedback at regularly programme review meetings.

- Provide students with tools (e.g. log book/ learning journal) to reflect on both studying the subjects and future career possibilities.

- Arrange year-end and/ or interim evaluation meetings with teaching staff involved to discuss and review the timeline, and implementation plan supporting students to access to diverse CLD related learning opportunities.

- Keep records (e.g. career team's documents, minutes) of co-curricular activities related to careers learning including visits (such as company visit or career expos) and experiential activities.

- Put in place a mechanism to collect and consider other stakeholders' feedback and recommendations including alumni, parents, community partners, employers and collaborators at least once a year to inform future planning.

▲ *Subject teachers are discussing how to infuse the elements of CLD and workplace learning in their subject teaching to enhance students' understanding of the connection between the subjects and careers.*

4. Working with partners

- **Employers/ Community Partners:** Review the school network of workplace employers, professional bodies and community partners (e.g. NGOs); contact and explore new industry trends as well as potential collaboration with subject teachers to enrich subject learning, e.g. providing varieties of students' meaningful visits and knowledge exchanges of solving authentic problems in work life.

- **Alumni:** Invite alumni from different job fields to share their own experiences or act as a mentor or trainer to provide industry-focused enrichment activities for a particular subject or cross-curricular learning project.

- **Parents:** Connect with PTA to explore parent volunteers from different job fields as potential speakers or encounter opportunities to share their own experiences with students.

- **Other Schools:** Actively exchange school practices with other schools and explore to pull together the resources and networks to support career-related learning activities in the school curriculum.

5. Insights gained from the pilot schools

- Start with Junior Secondary (JS) subjects that will be Senior Secondary (SS) elective subjects, in light of helping students to consider subject choice with CLD perspectives. Highlight the need of infusing CLD elements in different subjects in the school major concerns (e.g. STEM Education).

- Offer different courses for students including ApL subjects and other courses (e.g. MOS course, other than HKDSE formal courses) for S.3 students admitting into S.4.

Reference:

Education Bureau (2014). Guide on Life Planning Education and Career Guidance for Secondary Schools. Retrieved from
https://lifeplanning.edb.gov.hk/uploads/page/attachments/CLP-Guide_E_r3.pdf

Education Bureau (2019). Framework of Implementation Strategies for Life Planning Education. Retrieved from
https://lifeplanning.edb.gov.hk/uploads/page/attachments/Framework_Eng.pdf

EDB (2017). Secondary Education Curriculum Guide Booklet 7: Life-wide Learning and Experiential Learning. Retrieved from
https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%207_en_20180831.pdf

EDB (2017). Secondary Education Curriculum Guide Booklet 9: Career and Life Planning- Multiple Pathways for All Students to Excel.
Retrieved from
https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%209_en_20180831.pdf

EDB (2017). Applied Learning Curriculum and Assessment Guide (Senior Secondary Level).
Retrieved from
https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/ApL/ApL_C&A_Guide_E_2017.pdf

Notes:

[1] Elements of CLD cover:
   i) themes of self-understanding, pathway exploration and career management; and/or
   ii) concepts of careers or extended notions of work (ENOW), e.g. serious leisure development.

[2] Essential/Adult skills: An international assessment of adult competences under OECD measured some key skills in society and how they are used at work and at home in the 21st century. More details are available at:
   https://www.oecd-ilibrary.org/education/skills-matter_1f029d8f-en

[3] A good CLD curriculum design should start earlier in junior forms.

Online Resource:

School exemplars and reference links are available at EDB website:
https://cd1.edb.hkedcity.net/cd/lwl/CRE_WEB/06_school_02.htm
https://cd1.edb.hkedcity.net/cd/lwl/CRE_WEB/03_example_01.htm
https://cd1.edb.hkedcity.net/cd/lwl/CRE_WEB/07_reference_01.htm

CLAP@JC Discover Career Education Curriculum Teaching Guide (in Chinese only):
https://www.clap.hk/

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 8

Meaningful Encounters with the Workplace[1]

1. What good looks like?

Students should have multiple opportunities to learn from employers and employees about work, employment and the Values, Attitudes, Skills & Knowledge (VASK) that are valued in the workplace. Students should also have first-hand experiences of the workplace to help their exploration of career opportunities, and expand their networks.

- School should provide students with different levels of workplace encounters opportunities, including:

  Level 1: Observational activities

  Ensure the students can observe the "actual working environment and the job roles" through the company tours/ site visits and employees' sharing. Provide up-to-date labour market information (e.g. work operation, job nature, and entry requirements).

  Level 2: Activities enabling students to understand and participate in different workplace roles (e.g. job tasting, job shadowing)

  Help students experience the work processes and talent conditions of different positions, understand the actual operation of various industries, identify personal interests, values, attitude, skills, knowledge, and career development information.

  Level 3: Activities developing students' skills and knowledge in specific workplace contexts or in authentic environment of a specific career (e.g. internship, job placement)

  Maximize opportunities for students to engage with and learn from employer and employee encounters. Students are allowed to engage in partnership with a mentor. Students can observe

and understand their daily work, or taste the position required by the job in the authentic work environment.

- 90%[2] of senior form students should receive opportunities to taste at least twice (one Level 1 and one Level 2 or 3 experiences) of workplace learning experiences that allow them to gain an understanding of the workplace in authentic environment.

- School should debrief or follow-up with students to relate each workplace learning experience to their career and life goals or action plans.

- 90%[3] of students are provided with opportunities to interact and learn from employees and employers to understand workplace values, attitudes, skills, and knowledge (VASK) for further decision making.

- School should provide students with debriefing tools to facilitate their reflection and learning after participating in the workplace encounters.

▲ *Students gain the first-hand workplace experience and understand the actual operation of different roles.*

2. Why this matters?

- First-hand encounters with workplace help students understand the skills needed and future pathway opportunities, which enhance their confidence and let them explore their career aspirations to make an informed choice. EDB (2014) highlighted that it is important to foster students' knowledge and skills to make informed choice and manage school-to-work transition through career and life development education and career guidance.

- A quality workplace visit/ encounter gives students the opportunity to see a specific career in authentic environment, observe work processes and gain first-hand information from the staff. Students may also take this opportunity to investigate a topic, issue or problem related to a subject they are studying.

- Workplace learning experiences give students a competitive advantage. Through meaningful encounters in the workplace, students can develop essential or adult skills[4] much more effectively in real work situations and gain important insights into their career interests, aspirations and VASK, which will help them with their future decision making.

- Structuring encounters with employers within the school curriculum could strengthen career aspirations and academic attainment as such collaboration between employers and schools would build a rich picture of world of work and get students well prepared to take up workplace opportunities.

3. Top tips for schools*

PLAN

- Align workplace learning opportunities with your career team annual plan that matches the direction of the overall school development plan to foster students' holistic learning. Progressive encounters with the workplace should be designed by school according to different grade levels and backgrounds of the students.

- Collect and consider students' interests, needs and preferences of workplace encounters before designing relevant learning opportunities for them timely (e.g. at the beginning of the school year).

- Start with reviewing the existing school network (e.g. alumni, parents) or staff contacts to investigate suitable partners for co-planning and providing encounter opportunities or programmes.

- Set up different communication channels with key stakeholders (i.e. students, parents, enterprise partners) to make sure all parties have been briefed and are clear about the purpose of the encounters/ programmes and their responsibilities and roles (e.g. guidelines can be given to inform the students and stakeholders).

- Provide common contact point for the students and their parents for further enquiries on the workplace learning programme.

- Ensure students are well-prepared for the encounters experience by conducting briefing or meeting with them before the event. Apart from knowing the organisational matters, the preparation should include on how to frame learning so that students know what they can get from the experience. Both briefing and debriefing are important steps and should be built in accordingly.

- For Level 2-3 workplace learning activities: Consider risk management matters (e.g. legal liability) to ensure the safety and health of the students.

- Connect students' workplace learning programmes to the school curriculum (e.g. understanding the qualities and job nature as a museum curator in connection to the learning of history).

IMPLEMENT

- Work with internal and external stakeholders to identify appropriate time slots to arrange and deliver progressive sessions/ encounters which may link up with the school CLD curriculum, subject embedment, careers-related OLE activities.

- Compile a contact list of potential workplace partners (e.g. enterprise partners, alumni and parents) and contact the stakeholders timely to establish professional, healthy and sustainable relationship.

- Provide guidelines for mentors to share their working experiences, life story and information about job position as well as how to provide essential supports to the students throughout the encounters experience.

- Monitor the participation of individual students to ensure a balance between support for their current thinking and challenging them to explore new opportunities.

- Provide students with tools (e.g. log book/ learning journal) to record and document what they experienced in the workplace encounters that would facilitate their reflection later and set up debriefing mechanism to facilitate students' reflection on learning at the workplace (e.g. Student Learning Profile (SLP), exercises, and sharing opportunities in the classroom etc.).

- Celebrate success by different means in delivering stakeholder encounters (e.g. thank you card written by students, photo-taking with mentors, booklet to include photos of the workplace learning).

EVALUATE

- Gather feedback from all stakeholders and students on the encounters to drive ongoing improvement and respond to the interests of all students.

- Conduct a debriefing to reflect and consolidate students' understanding of the objectives, content, and learning outcomes of their encounters. Most importantly, to facilitate students to relate each workplace learning encounter to their personal career and life goals and/ or action plans.

- Facilitate students to record their learning and insights, track and reflection on workplace learning (e.g. using CLAP's tools such as CV360®).

▲ *Enhance students' understanding of certain jobs though workplace experience.*

4. Working with partners

- **Employers:** Build connections and identify potential business partners to provide first-hand experiences, information about the industries, or workplace experiences (e.g., Work with partners to arrange an encounter programme).

- **Employers:** Communicate with employers to confirm details and make sure the frontline staff member understand the objectives, benefits and process of the encounters programme.

- **Alumni:** Connect alumni to formulate a potential list of business partners, make use of the list to link up the different network with workplace encounters opportunities.

- **Serious Leisure Devotees:** Keep good contact with different serious leisure sectors in the community for potential collaboration, to enrich students' opportunities to understand or experience different developmental routes.

▲ Students get better understanding of workplace environment and the work nature through workplace visit, field visit and encounters with the staff there.

5. Insights gained from the pilot schools

- Support by the school to schedule school days for whole S.4 students to participate in the workplace learning programme which is embedded in the school personal growth programme.

- Check liability (e.g. insurance coverage) to enhance student safety to manage the risks involved in the workplace learning process. Collect necessary information from the placement organization, (e.g. tentative work schedule for the placement).

- Inform students the general criteria of the placement/activity matching (e.g., interests, knowledge, skills, and subjects taken, academic results of the students). Some workplace learning has pre-requisite or requirements. Schools should evaluate if the students fit the requirements and set matching guideline for colleagues. Inform students pre-interview may be conducted.

- For Level 3 workplace learning, assign a teacher representative to have face-to-face pre-visit at the workplace to check-in with the company to ensure encounters with employers and employees are well prepared. The teachers will follow up by collecting students' reflection and evaluation of their workplace learning experience.

- Start from small scale (e.g. arrange placement for a small group of students) to gain small wins or successful story as evidence to influence policy and worth to scale up.

Reference:

Education Bureau (2014). Guide on Life Planning Education and Career Guidance for Secondary Schools. Retrieved from
https://lifeplanning.edb.gov.hk/uploads/page/attachments/CLP-Guide_E_r3.pdf

EDB (2017). Secondary Education Curriculum Guide Booklet 7: Life-wide Learning and Experiential Learning. Retrieved from
https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%207_en_20180831.pdf

Notes:

[1] A meaningful encounter with the workplace- is one in which the student has an opportunity to learn and reflect through teacher (adult) facilitation about what work is like or what it takes to be successful in the workplace.

[2] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

[3] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

[4] Essential or adult skills: An internal assessment of adult competences under OECD measured some key skills in society and how they are used at work and at home in the 21st century. More details are available at:
https://www.oecd-ilibrary.org/education/skills-matter_1f029d8f-en

Online Resource:
CLAP@JC (2020). Practice Guidelines for Workplace Learning (Chinese version only). Retrieved from
https://www.clap.hk/

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 9

> ## *Meaningful Encounters with Further and Higher Education* [1]

1. What good looks like?

Students should understand the full range of progression opportunities available to them, including both local and overseas academic and vocational pathways, in higher education, Vocational and Professional Education and Training (VPET)[2] institutions, and further education opportunities.

- Students should be informed and facilitated to access multiple opportunities to learn from the latest information on various further and higher education institutions about the further studies options.

- Student[3] experiences at least two meaningful visits or tours each year in the senior forms to further and higher education institutions (e.g. tertiary or VPET institution), including information day, talks or trial classes offered by institutions, based on their own needs.

- Students should have multiple opportunities to learn from various further and higher education institutions about the variety of study options.

- Students have direct meeting/ interactions with educators, teaching staff members to learn about post-secondary education options, how learning is organised and delivered in their institution and what it is like to study at this level.

- Senior form students should have direct encounters with people studying or working at one level above their stage. At a personal level this will give students an insight into what it is like to be a student (e.g. understanding students' learning experiences, school life, personal struggles and ways of handling difficulties and career development opportunities).

- By Secondary 6, all students[4] will have at least two interaction opportunities with staff members or current students/ alumni of the further and higher education institutions.

- The key takeaway of meaningful meetings will be linked with the students' reflection on their personal career and life development (usually in conjunction with BM8). We recognise that students may need to have multiple encounters to get to the meaningful ones.

2. Why this matters?

- Schools offer multiple perspectives to deepen students' personal reflection for individualized goal setting and action planning, in order to raise students' aspirational capabilities to attain personal goals. Schools can also stay connected with higher education institutes and latest options, so as to maintain an active database and be well informed before they can provide guidance to students.

- Through more meaningful visits or tours, students have a wider scope of understandings towards the diversities of further and higher education, their potential pathways in the world of work after graduation, job prospects of higher education graduates, and its connection to job satisfaction.

- The opportunities can be started from Secondary three onward so that students and their parents have enough time and meaningful opportunities to encounter with the resource persons such as tutors, mentors, students or graduates from different further and higher education institutions, including those of VPET.

- Having direct interactions and exchanges with tertiary institution stakeholders including students, teachers and their alumni enable students to explore educational options from insiders' points of view.

- Students are able to make more informed decision about their future and likely to make better choices that they sustain.

3. Top tips for schools*

PLAN

- Make sure that at final year's end-of-term evaluation meeting, the career team discusses the strategies, timeline and proposed plan supporting students to access encounters in further and higher education, in alignment with school's major concerns.

- Before setting objectives for each meaningful visit or activity, collect students' preferences and understand their interests and priorities beforehand.

- Prepare and update documents such as invitation letters, emails, contact list or resource bank of keeping connections with partners, schedule of activities, evaluative questionnaires for students, and debriefing guidelines.

- Be aware of making any judgement or criticisms about the prestige and status of different pathways and institutions.

IMPLEMENT

- Publish your careers programme on your school website / distribute copies to students and parents at the beginning of each year- highlighting planned visits and experiences.

- Conduct student briefing or preparatory meeting to allow students to understand the objectives, significance and expectations of the activities. Consider the division of groups among students with appropriate tasks and follow-up sharing to maximize students' learning.

- Clarify teacher manpower allocation to enable teachers to understand the logistics, duties and further actions involved. Coordinate and inform teachers through channels, to enhance transparency of activities and avoid time crash. Inform parents (e.g., through notices) the details of the event.

- Systematically record the encounters centrally and ensure that every student has had encounters. Ensure that you have appropriate documentation of the details of encounters, such as school notices, itineraries, activity booklets, worksheets, reflective journals, evaluation records, reports, and other artefacts. Record students' attendance in different meaningful visits or tours. Take photos and/or video clips of the visits, tours, and direct interactions.

- Make use of alumni networks to understand their higher education experiences and arrange sharing opportunities for alumni to interact with students.

EVALUATE

- Put in place a mechanism to collect students' feedback/ evaluation (e.g., through questionnaires or online forms) of the meaningful encounters immediately after or within one week of the event.

- Review reflections, journal notes, follow-up tasks, and other documentations related to the visits and tours, to understand students' learning experiences and thoughts.

- Debrief guidelines to teachers and students. Teachers guide students to integrate these experiences into the Other Experiences and Achievements (OEA) essays (e.g., through form-based debriefing by career team), and facilitate students to decide on their possible pathways.

- Collect stakeholders' feedback including alumni, partners, and collaborators and review the implementation of the meaningful encounters at the end of the school year.

◄ *Enhance students' understanding of different pathways for further studies through attending related education fairs.*

4. Working with partners

- **Higher and Tertiary Institutions:** Review the school network of higher and tertiary institutions; explore new courses, trends as well as local and overseas higher education opportunities; and contact potential institutions to enrich the varieties of students' meaningful visits and exchanges. Align the mutual expectations of the school and the higher and tertiary institutions, and communicate with them on how each meaningful encounter can be organised.

- **Alumni:** Invite alumni from higher and tertiary institutions to share their own experiences to the students. Keep regular tracking of their career and life paths.

- **Other Schools:** Learn from other school practices on how meaningful encounters can be arranged to update school-based programmes.

▲ *Students and parents get rich information about multiple pathways for further studies through visits to higher education institutions.*

5. Insights gained from the pilot schools

- Coordinate and inform teachers through available channels such as e-Calendar, emails, and/ or staff meetings to enhance transparency, allow teachers to reserve timeslots and avoid crashes of activities.

- Have systematic records of the encounters through the school e-recording system for planning and monitoring students' exposures.

- Organise joint-school career and university fair to share resources among sister schools.

Notes:

[1] 'Meaningful' encounter with further and higher education: is one in which the student has an opportunity to learn and reflect through teacher (adult) facilitation about what further and higher education options are really like or what it takes to be successful in the options.

[2] VPET: Refers to "Vocational and Professional Education and Training".
More information on VPET is available at the latest Review Report:
Task Force on Promotion of Vocational and Professional Education and Training (2020). *Task Force on Promotion of Vocational and Professional Education and Training Review Report.* Retrieved from
https://www.edb.gov.hk/attachment/en/edu-system/other-edu-training/vocational-other-edu-program/VPET_TF_Report_2019_e.pdf

[3] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

[4] In terms of school self-improvement process, schools are encouraged to set their own interim target (%) if appropriate and predict the timeframe to achieve the BM standards.

Online Tools and Resources:

(i)   A course searching tool: e-Navigator (with Web Version and APP Version)
http://enavigator.edb.hkedcity.net/main/index.php

(ii)   Joint University Programmes Admissions System (JUPAS)
https://www.jupas.edu.hk/en/

(iii)   Electronic Advance Application System for Post-secondary Programmes (E-APP)
https://www.eapp.gov.hk/

(iv)   CONCOURSE for Self-financing Post-secondary Education
https://www.cspe.edu.hk/en/index.html

(v)   Information Portal for Accredited Post-secondary Programmes (iPASS)
https://www.cspe.edu.hk/en/ipass/index.html

(vi)   Diploma Yi Jin Webpage
https://www.yj.edu.hk/yjpublic/

(vii)   Qualification Frameworks (QF)
https://www.hkqf.gov.hk/en/home/index.html

(viii) VPET Website
https://www.vpet.edu.hk/en/index.html

(ix)   Vocational Training Council
http://www.vtc.edu.hk/html/en

(x)   Construction Industry Council
http://www.cic.hk/eng/index.html

(xi)   Clothing Industry Training Authority
https://www.cita.org.hk/en/

(xii)   Education Bureau Multiple Pathways Webpage
https://334.edb.hkedcity.net/new/en/multiplepathway.php

(xiii) Education Bureau Non-local Higher & Professional Education Courses Webpage
https://www.edb.gov.hk/en/edu-system/postsecondary/non-local-higher-professional-edu/index.html

(xiv)   Hok Yau Club
http://www.student.hk/site/

(xv)   The Hongkong Federation of Youth Groups DSE Webpage
http://27771112.hk

(xvi)   Scheme for Admission of Hong Kong Students to Mainland Higher Education Institutions 2020/21
https://www.edb.gov.hk/en/edu-system/postsecondary/policy-doc/pilot-scheme/scheme_2020/scheme_2020.html

(xvii) Beijing-Hong Kong Academic Exchange Centre
https://www.bhkaec.org.hk/

(xviii) University Entrance Committee for Overseas Chinese Studies
https://cmn-hant.overseas.ncnu.edu.tw/

(xix)   British Council – Study in UK Webpage
https://study-uk.britishcouncil.org/

(xx)   Education USA (U.S. Consulate General Hong Kong & Macau)
https://hk.usconsulate.gov/education-culture/educationusa/

(xxi)   Study in Australia (Australian Government's official resource for international students)
https://www.studyinaustralia.gov.au/

(xxii) EduCanada (Official Government of Canada website for study in Canada)
https://www.educanada.ca/index.aspx?lang=eng

(xxiii) Japan Student Services Organization
https://www.jasso.go.jp/en/study_j/index.html

(xxiv) Study in Korea (Run by Korean Government)
http://www.studyinkorea.go.kr/

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.

Benchmark 10

Parent Engagement and Support

1. What good looks like?

Schools should engage parents through various forms of formal and informal interaction, so that parents have access to good quality multiple pathways information and become positive agents and collaborative partners in providing support to their children's career and life development.

- School has systematic parent engagement strategies to develop parents' understanding of their roles in empowering students' career and life development (CLD) and encourage interactions between the school and the parents on matters related to CLD programmes.

- School has a mechanism or communication channels to inform, encourage, and guide parents how to access and use quality multiple pathway information such as websites and a range of other resources to support their children.

- School has documentation specifically on promoting CLD through parent education.

- School has at least one staff member coordinating parent engagement in relation to CLD including communication with parents and has designated staff to guide or counsel parents to better understand the ways of methods to access up-to-date multiple pathway resources.

- School should offer opportunities for parents to support the delivery of the multiple pathways programme such as inviting them to share their personal career adventure.

▲ *Career ambassadors encourage parents to reflect their personal career development paths and work value through engaging them with some career exploration tools.*

2. Why this matters?

- Engaging parents is important to strengthen understanding of their roles in supporting children's career and life development. According to EDB's (2019), parent education can be nourished by organising different events such as parent days, parent seminars, and workshops of parent-teacher associations on important career-related topics such as multiple pathways.

- Parents can develop more understanding of career pathways, and are motivated to provide more support to students to explore and decide their pathway options, which can maintain a constructive parent-child relationship.

- Engaging parents in different career-related programmes can maximize the contributions from parents as resourceful partners in supporting the school's CLD development and make good use of parents' career experiences and expertise to facilitate students' career exploration. School can gain higher reputation from parents by maximizing parent engagement in CLD which in turn benefit their children.

3. Top tips for schools*

PLAN

- Establish and develop the culture of close school-parent collaboration through close communication (e.g. through sending messages or exchanging information communication channel) to motivate parents to engage in CLD development in the school.

- Assign at least one designated staff member to coordinate parent engagement work such as communicating with parents (e.g., through PTA which is an important agent to gather parents' voice, prepare the parent-friendly presentation), setting up a platform or channel to distribute information, and collecting views from parents.

- Identify the most effective ways to disseminate multiple pathway information by seeking comments from different stakeholders including parents and teachers, and evaluating the usefulness of different communication platforms or channels.

- Update career-related information for parents such as information about multiple pathways, further study, serious leisure development, and the world of work.

- Consider the preferences or ideas from parent volunteer group / PTA volunteers for planning (e.g., through informing them the preliminary ideas for the parent education work in this annual year).

IMPLEMENT

- Provide a more parent-friendly presentation of the school CLD policy which is concise and easily understandable by parents through different communication channels (e.g. school websites, emails, booklets, etc.).

- Deliver updated multiple pathway information (e.g., local, overseas studies, different workplace trends) to parents through different accessible channels (e.g. school web-sites or E-platform, distribution on Parents Day) and have designated staff to guide parents to know ways or channels to access up-to-date multiple pathways resources.

- Conduct workshops and activities for parents to

understand the latest trend on further study and career options (e.g. information talks, workplace exposure activities), and experience how serious leisure can help to develop the values, attitude, skills and knowledge for further pathways.

- Make connection with parents to form a parent stakeholder pool for building resources network on CLD activities.

- Engage parents as an active resource person to support the delivery of multiple pathways programme such as inviting parents to share their life stories about their CLD pathways/ adventure and work-life mix experience.

- Let parents understand the messages including aims and their importance of participation in the CLD programmes. Align parents' expectations towards the programmes. The above information should be recorded in the programme plan.

EVALUATE

- Collect and review parents' voice and opinions (e.g. questionnaires, verbal feedback on Parent Day) so as to have a better understanding on their expectations and thoughts towards school CLD policies.

- Evaluate the effectiveness of Parents' CLD workshops/ activities to assess if parents had developed a widen landscape of multiple pathways.

- Keep systematic documentation on workshops/ activities, programme plan and evaluation forms for future programme development.

4. Working with partners

- **Parent-Teacher Association and Parents:** Connect with Parent-Teacher Association to mobilize parents to join career-related activities and understand career and pathway information. Liaise and invite parents to share and exchange life and career stories to enhance mutual understanding of multiple pathways.

- **Higher and Tertiary Institutions:** Liaise and connect with higher and tertiary institutions, to organize activities (e.g. visits, tasting programmes) for parents to enrich their understanding on various future study options for their children.

- **Interest Development Devotee:** Connect people who have devoted themselves in interest development to act as tutors to let parents taste and experience different areas of interest, and share their pathway stories to parents.

- **Alumni:** Invite alumni to share their gains and difficulties in their pathways and address the roles of parents in students' career development journey, so as to arouse parents' awareness of the importance of their parental support.

▲ Enrich parents' understanding of multiple pathways for their students' future development through engaging them in different CLD activities.

5. Insights gained from the pilot schools

- Recognize CLD as ongoing agenda of PTA to encourage parents' contribution and enhance their sense of ownership on the school's CLD programmes by giving them token of appreciation (e.g. certificate of participation, honourable awards)

Reference:

Education Bureau (2019). Information Note on the Framework of Implementation Strategies for Life Planning Education at Schools. Retrieved from https://lifeplanning.edb.gov.hk/uploads/page/attachments/Framework_Eng.pdf

Online Resource:

CLAP@JC (2020). Community-based Intervention: Parent Support and Education Practice Manual. Retrieved from https://www.clap.hk

* Top tips are for schools' reference and schools are welcome to have their own school-based solutions/ approach in achieving this benchmark.
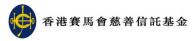
About CLAP@JC

Created and funded by The Hong Kong Jockey Club Charities Trust, the ten-year Trust-initiated Project CLAP@JC is Hong Kong's first cross-sectoral support platform on career and life development (CLD), aiming to foster a sustainable ecosystem by bringing together the education, business, and community sectors to smoothen the transition from school to work for all youth. The project encourages youth to "LIVE DIFFERENT, LIVE FULL" and maximise their endless potential through setting sail to a unique life journey.

In the first five years, CLAP@JC has successfully engaged with 30,000 youths and trained over 4,000 teachers and 1,800 social workers. Building on the experience gained, CLAP@JC has benchmarked with global CLD-driven practice, and en route to formulate a localised framework of career and life development "CLAP HK Benchmarks", which will be implemented in 1/3 of Hong Kong secondary schools. In community and workplace, the CLD-driven intervention will be promoted in over 70 mainstream youth services units and pre-employment trainings. The project targets to benefit 160,000 youths and envision the younger generation to be able to achieve meaningful lives and aspire to make positive contributions to society.

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