



**Early Successes in
Implementation of Hong
Kong Benchmarks (HKBM)**



Career and life development education
periodical series Vol.1

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Preface

Today's young people face an uncertain future, one full of unknowns, nonlinearities and uncertainties. Career and Life Development (CLD) has become an important topic in this "unknown" world. This issue of the journal, with the main theme of Career and Life Development Education and titled "Edu-Paths", has deep meaning. "Edu-Paths" contains two concepts: sense of future and sense of development. Their interaction plays a synergistic role in promoting CLD education.

"Edu-Paths" carries the meaning of direction and hope. Young people need to establish a "path thinking" in life, hold a positive outlook on the way forward, and set a direction in order to give meaning to the future. The original meaning of "Path" is guidance and leadership. As young people embark on their journey of growth and development, there will always be times when they feel weak. Young people need to continue to prepare themselves and under the guidance of the mentors and well-wishers from all sides, only then can they reform themselves and meet the complex and ever-changing workplace of the future. The school has a long way to go on the journey of a teenager's career. As the Education Bureau has pointed out, "Given the importance of life planning education to the holistic development of students, it should be promoted as early as possible in a student's school life and in a co-ordinated and systematic manner". (Education Bureau, 2014, p.20)

Introduced by CLAP@JC, Hong Kong Benchmarks for Career and Life Development, or HKBM, is a concept combining the strengths of business, school, family, and youth, which facilitates the school to promote Career and Life Development (CLD) Education more systematically. Among them, the principal plays a crucial leading role, spearheading the school to adopt a whole school approach that fits the school conditions, working alongside different "mentors and well-wishers" to motivate students, and helping them navigate the path of growth. As time passes, the students will one day become skilled helmsperson of their own lives and careers.

Career and Life Development (CLD) Education is an important program in the 21st century. All stakeholders have a significant role to play. Let us encourage young people to be well equipped, establish their own "path thinking", and confidently face the unknowns. We strive to strengthen their hope and adaptability for the future, and set sail on their future path.

Dr. Stephen Y.W. Yip
Director (Schools), CLAP@JC



Editors' words:

Building on the solid foundation of CLAP@JC, the journal "Edu-Paths" is created and funded by the Hong Kong Jockey Club Charities Trust and co-created by the Education University of Hong Kong. The contents of the first issue focus on the HKBM's people and framework; and how HKBM provides educators with a more "three-dimensional" understanding of the process and results of the self-evaluation. In this issue, Ms. Hayly Leung (Vice Chairman, Manpower Committee of the Hong Kong General Chamber of Commerce and General Manager, Group Human Resources Services of Jardine Matheson Ltd) shares with us how young people can be supported to discover their potentials in cooperation with the current school Career and Life Development (CLD) Education.

Building on the existing development of CLD education in different schools, in light of CLAP@JC project, this periodical presents current practices and ideas on how to support students to explore their CLD journey, with the presentation of diverse voices from stakeholders including Principals, Vice Principals and Career Masters/Mistresses.

CLAP@JC
"Edu-Paths" Editorial Team

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What is Hong Kong Benchmarks for Career and Life Development (HKBM)?

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 acquire 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.

Hong Kong Benchmarks for Career and Life Development was introduced to schools by CLAP@JC in 2020 with the objective of adding value to school's existing CLD efforts. The project brought different degrees of changes and improvements to the schools and young people. Referencing the UK's Gatsby Benchmarks, the CLAP@JC team introduced local elements to suit the needs of the local education system to create a self-improving career development toolkit and assisted schools to implement a practice of quality Career and Life Development Education.

Let schools tell their self-improvement stories



Benchmark 1: A Stable and Visible Career and Life Development Policy

Every school should have a stable policy on career and life development to guide its action plan and programme development.

Benchmark 2: Professional Competencies and Leadership

The career team is equipped with core competencies in distributed leadership, management, coordination and networking to lead trained staff to implement the full spectrum of career education and life development programmes in school.



Benchmark 3: Learning from Multiple Pathways Information

Students should have access to the latest information about multiple pathways to inform their career and life decisions and act accordingly.

Benchmark 4: Addressing the Needs of Each Student

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



Benchmark 5: Student Engagement and Co-creation

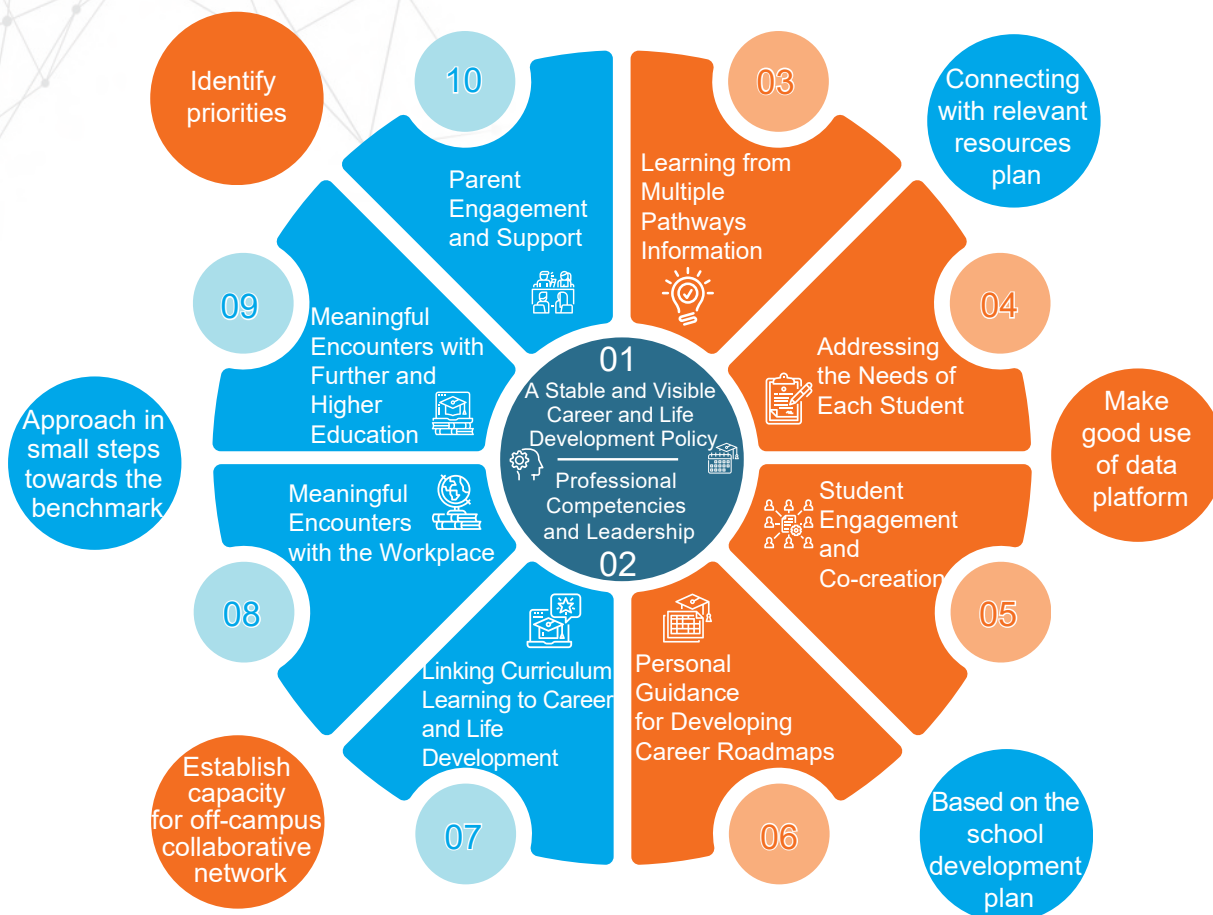
Students should be the owners of their career and life development. School should engage and facilitate students to be active CLD activity co-creators as well as their own career path creators.

Benchmark 6: Personal Guidance for Developing Career Roadmaps

Every student should receive personal guidance for identifying life goals, making their career roadmaps, whenever significant education or career choices are being made.



Career and Life Development of Network Schools



Benchmark 7: Linking Curriculum Learning to Career and Life Development

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.

Benchmark 8: Meaningful Encounters with the Workplace

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.



Benchmark 9: Meaningful Encounters with Further and Higher Education

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) institutions, and further education opportunities.

Benchmark 10: Parent Engagement and Support

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.





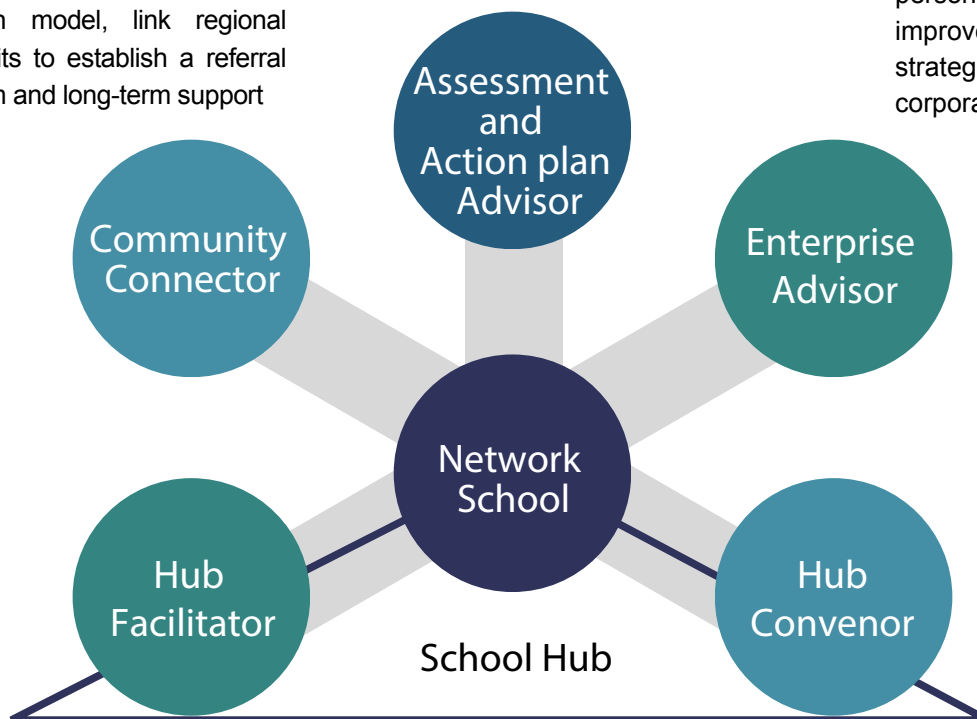
Support from critical friends

Under the scheme, an HKBM cross-disciplinary team has been set up, providing critical friend support on school self-evaluation and action planning on CLD. Critical friends do not just visit schools but also continue to explore the quality and connectivity of schools' career and life development measures through inquiries with the school stakeholders. Critical friends have a thorough understanding of HKBM and they are willing to appreciate the work of schools and can provide advice from different angles, rising to meet the challenges and solving problems together.

“Critical friends are like-minded people that schools can trust, they can offer new and thought provoking ideas from different angles; ask provocative questions during self-evaluation.”

Professor John MacBeath,
Cambridge University

- Provide career transition support services and establish a good intervention model, link regional service units to establish a referral mechanism and long-term support
- Assist schools in using the "Hong Kong Benchmarks for Career and Life Development" toolkit to guide teachers to think, evaluate and reflect on action plans from different perspectives
- Connect with more business partners to enrich the career development plan using EA's personal business network and improve career development strategies with schools from a corporate perspective



- Support and coordinate the support of critical friend to the school, help organise meetings and share practical experiences
- Provide teachers with student-oriented support, design and promote different career development assessment tools and supporting facilities
- Provide assistance to network schools to improve the action plan for career planning development
- Assist network schools to evaluate the effectiveness of career development and share high-efficiency practice models

Key Support for Network Schools



Network

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 Convenors and the HKBM Team of professionals will conduct onsite school visits on a regular basis. **(Benchmarks 1-10)**

Business and Enterprise Networks:

- Each network school will be paired with an Enterprise Advisor (volunteer from business sector) who commits his or her time in providing strategic advice on CLD provisions **(Benchmarks 3, 7, 8 & 10)** and specific support at the activity level to teachers, students and parents if appropriate.



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 (CLAP@JC HKBM Toolkit), case studies on good practices and resource material, regular e-newsletter/ bulletin with multiple pathways information, regional and global research and insights, etc.



Accredited Professional Development Programmes

- Schools can participate in accredited Professional Development Programmes **(Benchmarks 1-10)** for stakeholders of different levels organised by the Education University of Hong Kong.



Signature Campaigns

- Schools can join the 'Alternative Path Finder Scheme' (AFPS) and 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)**
- "Take a CLAP Day/Year", to broaden teachers' horizons in the workplace by exploring another occupation/profession, will be organised and made available for application from individual teachers with an interest, passion in CLD and time commitment. **(Benchmark 2)**
- Network schools will be invited to participate in the Biennial Career Expo which will be a platform to showcase student co-created initiatives. **(Benchmark 5)** The schools can also exchange with different Enterprise Advisors. **(Benchmarks 8 & 9)**



Infrastructure

- Each network school can enjoy the convenience of 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 a systematic record of their CLD journey subject to school-based arrangement (including student's 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 in providing personal guidance. **(Benchmark 6)**



Youth development is an education topic explored in all parts of the world where educators are aware of the importance of career and life development (CLD) but face similar challenges. The Gatsby Benchmarks developed in the UK provides governments with vital references for formulating youth employment policies. Hong Kong is learning from foreign experiences to promote CLD education to bridge with the internationally recognized “benchmarks” so students eventually steer the career pathways.

Career and Life Development Education has become a global focus for schools



Sir John Holman

▲ *Global Adviser to CLAP@JC and Senior Adviser to the Gatsby Foundation*



Dr. Stephen Y. W. YIP

▲ *Director (Schools), CLAP@JC
Co-Director, Centre for Excellence in Learning and Teaching (CELT), The Education University of Hong Kong*

The importance and advantages of CLD education

From 2015 to 2017, approximately 3,000 secondary schools in the UK piloted the eight benchmarks championed by Sir John Holman, senior adviser to the Gatsby Foundation. Holman set the benchmarks through in-depth studies with reference to six pioneering regions in career and life development, including Finland, Germany, Ireland, Holland, Ontario of Canada, and Hong Kong SAR. Significant improvements in learning motives and employment rates were witnessed in students who have joined the plan and they were more likely to have good results in public examinations (GCSE) regardless of their background.

The benchmarks have proven to be helpful in motivating students to learn and make a better choice in further studies based on their planned career goals, reducing the number of idle young people in society. Those who have benefited stay in their

chosen occupation for further development which lowered the unemployment rate.

To guide students through benchmarks and critical friends

The benchmarks help students select the right career pathway with assistance from critical friends. Sir John Holman said covering such a wide scope requires the collaboration among school and non-school stakeholders to play a critical role in the promotion of CLD education. “Experiences tells me that there is neither a single bullet nor particular way which yields instant effects for successful CLD promotion. Life planning is a process that requires cooperation and continuous effort from different stakeholders to set a good example for CLD.”

The Hong Kong Benchmarks for Career and Life Development (HKBM), based on the Gatsby Benchmarks, was introduced in 2020. It includes 10

benchmarks of which three are new: BM2 Professional Competencies and Leadership; BM5 Student Engagement and Co-creation; BM10 Parent Engagement and Support. The benchmarks enable students to adapt to new things in preparing for their future careers.

Cross-sectoral collaboration supports multiple developmental pathways of students

Guided by HKBM, stakeholders inspire students to seize career development opportunities by guiding them with their knowledge, experience and wisdom. First, with support from critical friends, school principals and teachers devise stable and clear career and life development policies. Secondly, parents act as a

How to optimise CLD education to allow students to steer their own path in life

Different stakeholders may eventually help students steer their own path in life by creating an enabling environment to support their personal development. The following is useful to optimising CLD education:

Whole school approach

Using a whole school approach, teachers of different subjects should be encouraged to introduce CLD education elements into their lessons and activities.

School-based benchmark

The benchmarks should be implemented in a school-based manner and adjusted gradually to achieve the desired level of CLD education.

Critical role of career leader

A career leader needs support from the school senior management level. The more time a career leader spends on career-related tasks, the more benchmarks can be achieved.

High awareness and good use of network functions

School hub facilitates schools to learn from each other and share resources for reciprocal development of teachers, students and good practices. School hub also encourages professional exchanges and promote CLD education through inter-school collaboration.

Professional training courses

These courses help school teachers keep abreast of the latest trends of education and implement CLD education systematically.

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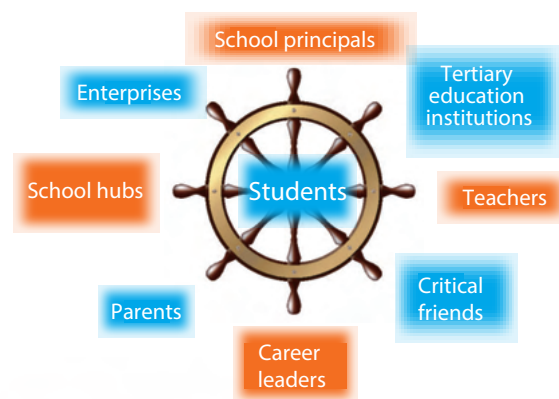
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supporter and companion on their children's life-changing journey. Business enterprises also provided opportunities for students to engage and interact with employers, which is particularly beneficial to those with a weak sense of achievement or poor learning motives. (Yip and Fung, 2019).

It should be noted that the formal unilateral business-school activity approach has a low effectiveness in promoting career education so interactive dialogue approach based on personal needs of students is necessary. Experiential learning elements should be introduced in activities so students can understand the workplace and work duties at "zero distance".

The significance of data

Schools may make use of online data platform to record self-evaluation progress, evaluate performance and identify weaknesses and students can record their career journey and create their own profile.



Conclusion

Adjust school's development agenda to help students set sail

Dr. Stephen Y. W. YIP, Director (Schools) of CLAP@JC, believes that helping young people face future challenges confidently and competently is **an important agenda of all schools. Systems thinking of CLD should thus be enhanced.** HKBM acts as an important basis for CLD education development. Ten benchmarks are employed as self-evaluation tools to help schools and young people grow and excel. "Sailing relies on the helmsman's skills. With the use of HKBM and critical friends' support together, the school can enable young people to be their own Helmsman who can independently steer their own life journey."

* Some of the photos were taken before the COVID19 pandemic



Schools certainly play an important role in promoting CLD education, but engagement of enterprises is equally vital. The HKBM created by CLAP@JC provides clear guidelines to help schools develop stronger ties with enterprises so young people can come in contact with and get to know the workplace before planning their future career. Ms Hayly LEUNG, Vice Chairman of the Manpower Committee, HKGCC, supports and encourages schools and enterprises to cooperate more for joint promotion of CLD education as both students and enterprises would benefit from the course.

Joint promotion of Career and Life Development (CLD) Education Business-School Partnership to promote interaction and exchange



▲ Ms Hayly Leung,
Vice Chairman, Manpower Committee, Hong
Kong General Chamber of Commerce
General Manager, Group HR Services, Group
Human Resources Jardine Matheson Limited

Dialogic approach between schools and enterprises

The business sector is a salient bridge to facilitate students' school-to-work transition. Instead of being a one-time unilateral activity, business-school partnership features continuous collaboration and dialogues to understand mutual needs and enable sharing of resources and networks.

* Source: HKBM Cross-sectoral collaboration team of CLAP@JC

“ HKBM’s design is comprehensive, emphasizing not only schools but also ties with other stakeholders. ”

The design of benchmark takes account of stakeholders

The business sector plays an important role

Hayly highly commended HKBM for reaching beyond schools to tie up with important stakeholders such as parents and enterprises. Enterprises played an indispensable role in CLD education as they connected students with the workplace.

Hayly described that students had previously chosen their major subjects according to examination results without considering their future career pathways, as sometimes they are unclear about their interests and competencies. Some ended up majoring in the “wrong subjects” and wasted valuable time pursuing the wrong path. CLD education is critical to young people as it helps them confirm their interests, competencies and aspirations so they can decide their study and career goals which facilitates them to plan their future pathways accordingly in advance. HKBM elicits clear and systematic guidelines for schools to implement CLD education through whole-school approach.

From a human resources management perspective, Hayly argued that enterprises were likely to hire young people who were well-prepared and had clear goals. However, Hayly noticed some young people did not have essential soft skills nowadays. “It would be essential for young people to be able to respond to changes in this fast-emerging modern world, face adversities and difficulties with a positive mindset, and sustain curiosity and humble attitude to pursue new knowledge, life-long learning and self-enhancement.” Hayly believed that values and attitudes were pivotal since values could influence a youngster’s life. By participating in the workplace encounters, students could be able to develop early understanding of the values and attitudes underlying different job positions.

CLAP@JC acting as a go-between to promote cooperation

Hayly admitted that many enterprises were willing to provide workplace. However, many enterprises did not know how they could collaborate with the schools. As an intermediary, CLAP@JC would support in this aspect by designing different



▲ Ms Leung and the HKBM team work together interactively to create a new driving force for school-business cooperation.

workplace placement activities that could cater for the students’ interests and needs, such as enterprise visits, career talks and sharings, mentoring-programmes and internships. These activities aimed to boost students’ “sense of engagement”, “sense of responsibility” and “sense of achievement”.

Through first-hand experiences, students will come to recognize their preferred occupations and job positions so they can prepare themselves with the values, attitudes, skills and knowledge required specifically, and plan the subject choice strategies and pathways of career development. Hayly pointed out that more school-enterprise communication would help develop closer ties between them to lead students out of the classroom and broaden their horizons to face future challenges.

Through encounters and exchanges with students, senior employees could understand the young generation’s needs, enabling them to have a better relationship with young colleagues. Moreover, sharing experiences cultivated students’ personal development and gives them a sense of satisfaction. “For enterprises, these experiential activities impart corporate culture to the young generation and establish good brand image which may attract them to join the enterprise.” Hayly hoped that more enterprises would support promotion of CLD education to nurture young people.

Seamless cooperation and mutual understanding between schools and business sector would provoke more insights and sharings.

* Some of the photos were taken before the COVID19 pandemic



Optimising the planning is integral to implementing CLD education. Through HKBM, CLAP@JC provides a clear direction and guidelines for schools to promote CLD education. Diverse schools can make good use of the benchmarks to promote CLD initiatives systematically to accommodate school-based needs. School Principal enables teachers to have effective collaboration to facilitate student CLD journey. This issue of bulletin interviewed four CLAP@JC network school Principals to share the HKBM impacts on teachers and students. Successful CLD relies on the efforts of School Principals and their excellent team to integrate thoughts, knowledge and practice in light of social changes to align school-led theory and practice.

Promoting CLD education through integration of thoughts, knowledge and practice

Whole school involvement in optimising self-evaluation



“ Provides a common language; the terms are specific and easy to follow. ”

Mr. Li Kin Man, Principal of Salesians of Don Bosco Ng Siu Mui Secondary School

“ Is a mirror as well as a yardstick which helps schools to self-improve. ”

Mr. Poon Hing Fai, Principal of Ling Liang Church M H Lau Secondary School

“ HKBM is an excellent analytical tool helping the school to review CLD education. ”

Ms. Wong Mei Tak, Principal of St. Paul's School (Lam Tin)

“ Clear and comprehensive guidelines, allowing schools to implement step by step. ”

Mr. Wong Lik Hak, Principal of SKH Bishop Baker Secondary School

Salesians of Don Bosco Ng Siu Mui Secondary School

► The school made good use of its facility to nurture students' development and interests.



SKH Bishop Baker Secondary School

▲ The principal met with teachers regularly to formulate career development teaching strategies and evaluate the effectiveness of activities.



▲ A seminar for parents of Secondary 3 students gave them the latest information about subject selection at the senior secondary level to facilitate parent-school communication.

► The school organised a career life talk so students could understand the types of vocation available to facilitate school-to-work transition.



◀ A group of Secondary 4 students tried to control an electric vehicle using their brain during a visit to a technology startup.

St. Paul's School (Lam Tin)



▲ The principal and teachers met with the HKBM team regularly to explore how the promotion and exhibition of career education could be improved.

Ling Liang Church M H Lau Secondary School



◀ The principal chatted with alumni and listened to their sharing about promoting career development education.

◀ Students visited a fire station to learn about the job of firefighters.

* Some of the photos were taken before the COVID19 pandemic



Whole school approach and support from all levels

Principal Poon Hing Fai said besides imparting academic knowledge, the campus was the training ground for personal growth of students. CLD education prepared students to enter society by identifying their interests and directions so they could determine their future study and career goals. Promotion of CLD education relied on the cooperation of and support from all teachers and all stakeholders of the school. The whole school approach was the key to success.

Principal Wong Mei Tak believed that teachers of different subjects could help students with CLD planning using different strategies. However, all teachers should work towards a common belief and mission, namely to take care of students' needs and future endeavor to promote CLD education through selfless cooperation. The synergy achieved would naturally give rise to greater and more far-reaching benefits.

In what ways can teachers' efforts be integrated and consensus be reached for creating a culture and atmosphere that would enable the whole school approach? What role should the school principal play in this aspect?

Principal Li Kin Man thought the principal's role was to set a clear goal for CLD education because this was the only way to lead the whole team of teachers to implement.

Principal Wong Lik Hak added that the principal must lead the team from the top level and set a clear goal to help teachers understand the correlation between CLD education and academic education so they would recognize its importance. Furthermore, the principal should formulate CLD education strategies and plans with the teachers and provide the necessary resources and support in a timely manner.

Principal Poon Hing Fai added that besides financial support and resources, the school calendar must be planned accordingly. The best plan and amplest resources would merely be empty talk if no time was available

Salesians of Don Bosco Ng Siu Mui Secondary School



▲ Students actively engaging in Biology and Life Education learning activities.

for implementation. The principal must spend time to organise CLD education activities without sacrificing any academic programme. He believed good coordination and communication with the teaching team was the key to success.

Principal Poon was an active participant of the CLD education activities organised by his school. He remarked that his attendance naturally raised the profile of the importance of CLD activities among students, and the principal's personal involvement was an encouragement to teachers and students alike.

Principal and teachers join hands to create career and life pathways

Principal Wong Mei Tak also shared her relationship with teachers, "We are co-creators. Together we develop and discover ideas for joint promotion of CLD education." She considers the principal a key figure in planning and implementation.

Besides attending activities frequently, the principal should listen to teachers' opinions and expectations as well as students' views apart from understanding each stakeholder's needs. Good coordination was the teaching team's "strongest support".

Principal Li Kin Man added that if teachers came up with good ideas and plans which required resources and policy support, the principal should create the conditions for teachers to put them into practice as far as possible because this would help them to gain experiences favourable to

professional development and achieve personal growth. He mentioned, "CLD education is an important component of the 21st century. The education sector should put this on top of their agenda."

HKBM——Effective and comprehensive benchmark for Self-evaluation

To enable the education sector to promote CLD education, CLAP@JC created HKBM as guideline and self-evaluation reference for schools. All four principals incorporated HKBM in their schools. HKBM acted as a turning point to optimise CLD education. The principals gained insights from the implementation process.

Principal Poon Hing Fai describes, "HKBM is a mirror which enables the school to understand existing strengths and directions for enrichment, helping to identify priorities to foster a sustainable, forward-looking and development-centric CLD education. HKBM is also a yardstick for the school to review CLD education effectiveness and upscale existing practices. Based on his school's self-evaluation experience, Principal Poon pointed out that HKBM emphasized evidence-informed practices including using data. The school encouraged teachers to codify practice experiences for future reference. In addition, video-recording the activity process and students' performance could be useful for evaluation and reflection.

Principal Wong Lik Hak stated that HKBM was developed with reference to UK's Gatsby Benchmarks and was designed in light of the local young generation's needs and existing education landscape, which made HKBM objective and valuable. The scope of ten benchmarks in HKBM was comprehensive enough to promote inter-stakeholder collaboration. In respect of school background and developmental directions, clear guidelines of HKBM informed the school to implement school-based CLD plans and initiatives progressively at a suitable pace fitting school's needs.

HKBM also provided the school with different perspectives, layers and reflective directions to holistically review the effectiveness of implementing CLD education. **Principal Wong Mei Tak** described,

HKBM is a useful self-evaluation tool. HKBM supports the school to understand the shining points and rooms of improvement underlying school's overall development including educational directions, policy, strategies and practices. HKBM also focused on how to fine-tune or enrich a particular CLD activity or plan. Based on her school's self-evaluation, Principal Wong adopted HKBM to further strengthen parent education and promotion of CLD activities, to gain parents' buy-in as collaborators to support students' CLD development.

Principal Li Kin Man believed that HKBM facilitated the education sector to reach consensus and cultivate a culture of promoting CLD education. Principal Li elaborated, "HKBM serves as a common language to consolidate the collaboration among different teachers." **Principal Wong Lik Hak** agreed that having a common language was significant. In the past, teachers had difficulties integrating ideas and centralizing resources to develop a more effective CLD education policy and initiatives, resulting in the hinder of students' CLD development. Principal Wong added, "HKBM provides a set of standard benchmark which supports different stakeholders to understand their roles."

SKH Bishop Baker Secondary School



▲ The school actively organised different activities to allow Secondary 3 students to strengthen their understanding of themselves and help them plan for the future.

* Some of the photos were taken before the COVID19 pandemic



Seize the opportunity of curriculum reform and make good use of the released lesson time

The Education Bureau (EDB) has announced four senior secondary core subjects will be optimised in the new school year, such as reducing lesson time for four core subjects, cancelling some public examination papers, and reforming Liberal Studies into Citizenship and Social Development, freeing up 250 lesson hours for schools' other use. The four principals are pleased with the announcement and plan to make good use of the extra lesson time.

Principal Poon Hing Fai mentioned his school allowed students to take one additional elective to develop their learning interests. In addition, the school had been actively exploring ways to enhance CLD education. Principal Poon added, "Optimisation of senior form curriculum created more opportunities to do more trials" Principal Poon planned to organise more external company visits to deepen students' understanding of local institutions. Also, the school planned to enable students to gain experiential workplace experiences implementing CLD activities in normal school hours allowed all students to participate.

Integration with formal curriculum for diversification of learning experiences

Principal Li Kin Man said the curriculum allowed greater flexibility to organize diversified extra-curricular activities to enrich students' Other Learning Experiences, especially workplace activities. Principal Li elaborated, "The CLD activities not only provided life-wide well-being learning experiences but also catered for individual preferences. Relevant activities such as animation design and fitness coaching embedded CLD elements to foster students' interest development and understanding of the job-related VASK to facilitate school-to-work transition."

Principal Wong Mei Tak expressed that the school would integrate CLD education in the formal curriculum and infuse CLD elements into subjects. For example, Chinese and English taught students to compile personal resume and reflection while other subjects conducted career-related pedagogical activities targeting specific CLD topics, the school organised large-scale inter-disciplinary activities.

Upon the release of the lesson time under

Ling Liang Church M.H. Lau Secondary School



▲ On the mock HKDSE Examination results release day, a mock interview booth is set up to allow students to learn about the process of the examination results release day and multiple pathways for students.

the latest policy, **Principal Wong Lik Hak** immediately encouraged teachers to promote CLD education. With regard to students' high interests in learning Japanese, the school employed an experienced teacher to teach Japanese to prepare students for their future careers. Principal Wong admitted that although the measure to optimise the four senior secondary core subjects have freed up lesson time for new initiative, the policy brought about new challenges. Reaching to the reform of Liberal Studies, Principal Wong estimated that local and overseas universities and colleges might amend their entrance requirements for admission. Students might need to take additional elective subjects in response to such changes. Students would need more supports. In the future, teachers must keep abreast with changes in order to give students appropriate advice and guidance, helping them to identify personalized CLD strategies.

Passing linked resources from generation to generation

All schools had their unique CLD education programmes. Each school learned from each other in striving for perfection. Schools also mutually shared experiences and ideas. All four Principals agreed that inter-school collaboration would be one of the keys to

St. Paul's School (Lam Tin)



▲ The school provided teachers with different levels of training to help promote career and life development education.

future school-based CLD education. CLAP@JC provided an appropriate platform for exchanges among participating schools. **Principal Li Kin Man** believed that schools with successful experience in CLD education might become hub convenors to share information, experiences and insights to other schools for developing CLD initiatives. This practice helped to create a conducive environment and encouraged sharing from more schools.

Principal Wong Mei Tak conveyed that schools could complement each other by sharing resources. In the girls school Principal Wong is working with, only a few alumni had sought a career in the male-dominated industries, which influenced the coverage of jobs by the alumni while conducting career guidance seminars and invite two schools' alumni as guest speakers together to broaden the range of occupation coverage. This practice could resolve the limited coverage of occupations in the alumni sharing and make use of alumni as resources. Inter-school collaboration could bring new ideas to promote CLD education.

Principal Wong Lik Hak recognized the support from the CLAP@JC team, which proactively connected with schools, introduced HKBM and provided initiatives. Moreover, CLAP@JC developed school hubs to promote inter-school communication, experience-sharing and collaboration, which helped schools to develop a sustainable network.

▼ Four Principals exchanged views and shared insights on the education exchange which generated sparkling new ideas.



Conclusion

If you want to change the fruits, you will first have to change the roots. So promotion of career and life development (CLD) education should start from the fundamentals. The benchmarks guide schools to actively engage all stakeholders for further development of the school and creation of a culture favourable to ongoing promotion, optimisation and popularisation of CLD education. Self-evaluation can bring CLD education to a higher level. CLD had previously “solely” relied on schools' career guidance team, but with the self-evaluation benchmarks, better results are now possible with adoption of the flexible whole school approach where responsibility is shared by all school members. In a changing era when education is reformed, principals have to lead schools' development, starting with systematic and strategic thinking and followed by specific actions to help students determine a specific career path that suit them best.

* Some photos were taken before COVID19 pandemic



Optimise Career and Life Development with HKBM

Po Leung Kuk Wu Chung College

While participation by a school's various stakeholders is essential to effective implementation of Career and Life (CLD) education, regular evaluation is equally important. Through self-evaluation, schools can understand their own shortcomings so improvements can be made in striving for perfection. Since the start of the current academic year, Po Leung Kuk Wu Chung College (the 'School') has been conducting self-evaluation using the Hong Kong Benchmarks for Career and Life Development ('HKBM'), with much inspiration and also a multitude of ideas from critical friends;

these have benefited both the students and teachers leading this project. The following is the School's HKBM story:

As a part of the School's continuous focus on CLD education, our School each year boosts our students' CLD motivation by arranging for them to participate in a variety of activities. The School has always emphasised the importance of CLD education, said Vice-Principal Ms Lee. She added that the School has introduced the HKBM as benchmarks for self-evaluation after learning that the standards are locally developed by CLAP@JC with reference to British schools in compliance with international standards. The HKBM will be used by the School as a reference indicator.

From disorientation to discovery of new ideas

When first hearing about the self-evaluation standards, our teachers had their concerns, such as in timing, manpower arrangements and empirical data support. Later, they realised that the true nature of self-evaluation lies in the fact that the School can enhance its CLD policies at its own pace. Ms So Man Ching, Career Mistress, admitted, 'Although our School had been conducting self-review for some time, most of



▲ Ms. So Man Ching, Career Mistress; Ms. Lee Fung Ling Vice Principal

the work could be regarded as 'post-evaluation', concentrating on past events and projects. We were in limbo as a comprehensive self-evaluation was never in place. Offering objective and systematic standards and comprehensive coverage, the HKBM provides clear guidance on matters ranging from policy making, event planning, professionalism and leadership in training coordination, personal counselling and support for students, to establishing contact with parent, higher and further education institutes, and enterprises.' She added that the HKBM team has afforded the School clear directions and strong coordination, bolstering its capabilities to improve.'

Over the past few months, the HKBM team has provided synchronous assistance in compliance with the HKBM and helped the School optimise events and action plans based on its CLD education situation with regard to each of the self-evaluation benchmarks, taking CLD education to the next level with careful reflection. Ms So pointed out that the critical friends assisted the School to apply the HKBM manual, they objectively guided teachers to think from different perspectives, evaluating and reflecting upon their action plans, and jointly reviewing the School's genuine needs step by step, and coming to decisions on the School's HKBM related

“ Comprehensive and Visible Benchmarks Help School Strive for Perfection ”

Vice-Principal of Po Leung Kuk Wu Chung College Ms Lee Fung Ling

priorities. All the teachers were delighted and yet surprised as they had all worked together to embrace the same CLD beliefs to achieve the goals.



◀ Students participating in "marketing" activities.

Vice-principal Ms Lee explained that teachers in her school used to record students' information individually but the School now plans to develop an electronic database with details of students' academic results, personalities, hobbies, goals, etc. after introducing the self-evaluation benchmarks and taking suggestions from critical friends. The e-database will be accessible by the teachers which would empower them to conduct integrated analysis and offer students customised career roadmaps and personal counselling.

She added that the HKBM team made them realise that parents' participation plays a key role in promoting CLD education and the school would organise a Parents' Evening for Secondary 5 students to enhance interaction with parents while offering them greater access to richer and higher quality multiple pathways career information. Parents would be able to play a supportive role in their children's CLD.

Full support from critical friends

The HKBM's 10 benchmarks offered detailed guidelines and advice. Both Ms Lee and Ms So admitted that it is a tall order to fully master all the details and apply them to self-evaluation. Ms So also appreciated the support by the cross-sectoral HKBM team during the School's self-evaluation. They shared their experience and provided practical recommendations, such as creating a school social media account to communicate with students and promoting CLD education activities. The team also arranged a visit to a resource school so the teachers could learn from their successful experience in developing an electronic database.

Role of Critical Friends from Cross-sectoral Teams	
Assessment & Action Plan Advisor	<ul style="list-style-type: none"> Assist schools to apply the HKBM manual and guide their teachers in conceptualising from different angles and evaluating and reflecting on their action plans.
Community Connector	<ul style="list-style-type: none"> Oversee the Alternative Path Finder Scheme (APFS), establish a good intervention model and connect regional service units by building a referral system and offering long-term support.
Enterprise Advisor	<ul style="list-style-type: none"> Advisors make use of their commercial network to encourage more enterprises to join the CLD plan, and collaborate with schools to enhance CLD strategies from an enterprise perspective.
Hub Facilitator	<ul style="list-style-type: none"> Offer assistance in and coordinate critical friends' support for schools, and help convene meetings to share Cop. Provide teachers with student-oriented assistance, as well as designing and promoting different CLD evaluation tools and ancillary facilities and services.
Hub Convenor	<ul style="list-style-type: none"> Assist network schools to improve CLD action plans Help network schools self-evaluate their CLD performance, and share highly effective practice models.



▲ Teachers exchanged views with critical friends in the school meeting.



Conclusion

Using the systematic self-evaluation benchmarks and with help from critical friends, the School has taken steps in conducting self-evaluation, during which the school has discovered many new ideas to enhance its abilities to better itself and gradually accumulate concrete experience, which is proof of the School's determination to push CLD education. The School has continuously explored, reviewed, practised and helped its students embark on their magnificent journey, which has greatly benefited the teachers as well. The self-evaluation not only records the CLD education roadmaps of the students, but also offers the School a communication platform to motivate itself to pursue excellence and change.

* Some photos were taken before COVID19 pandemic



There is always room for improvement when it comes to the implementation of career and life education ('CLD') by schools. Through self-evaluation, schools can seek constant improvement and optimisation by identifying their strengths and weaknesses, in order to scale new heights. Over a decade ago, ELCHK Lutheran Secondary School (the 'School') began implementing CLD education; starting from this academic year, the school has also introduced the Hong Kong Benchmarks for Career and Life Development ('HKBM') in the hope of offering greater dimensional and deeper CLD education to help students plan for the future.

Self-evaluation Reveals Bright Spots, Pursue Continuous Optimisation in the Quest for Perfection ELCHK Lutheran Secondary School

“ Self-evaluation is like a check-up. You need to know yourself to find your own feet for the present moment and march towards the future.”

Principal Mr Liang Kwun Fan



“ The HKBM is like a window facing the sky. It lets us understand how big the world is and how far our students can go. ”

Ms Ng Yuk Shan, Career Mistress

Highly valuing CLD education, the School has long listed CLD education as one of its focused development projects. In 2011, the school launched the 'Benchmarking Plan', in which teachers of different subjects collaborated in promoting CLD education. Having sought enhancements for a long time, the School learned about the systematic and holistic HKBM through participation in CLAP@JC, and considered it to be highly suited to its needs. As a result, the School introduced HKBM as self-evaluation tool and standard for enriching CLD education in order to enable the school to move forward.

Branded as a ‘check-up’ by Principal Liang, self-evaluation allows the School to review the effects of its CLD education and identify areas for improvement. ‘The HKBM, with 10 self-evaluation benchmarks, was designed and developed based on actual local education needs with references to British and international standards. The HKBM self-evaluation standards are both objective and valuable.’



▲ Education exhibition, giving students information from multiple pathways



▲ 'Good wishes for you' Activity: Graduates wrote down the words of encouragement for their peers

Knowledge transfer and share experience

Principal Liang has always attached importance to a stable and visible CLD policy. Ms Ng Yuk Shan, the School's Career Mistress, said the School has delegated its powers by encouraging all subject teams to organise different CLD educational activities so all the teachers can take part, co-creating a school culture. Each event is jointly organised by two teachers to facilitate mutual cooperation and exchange. Recently, the School has encouraged its teachers to summarise their experience and record their problems and solutions after a related event. This would allow teachers to manage the knowledge acquired and learn from their peers.

Three-pronged approach of software, hardware and policies

Although the School had always wanted to provide its students with personal counselling for tailored career roadmaps, the teachers did not have enough time for personal counselling. After adopting the benchmarks, the School garnered critical friends' support and reallocated its resources to enhance their personal counselling services for students. The School has started to offer Secondary 3 students personal counselling services, and teachers advise them on which electives to take during their senior years according to their interests, abilities and future academic and career directions. In the next academic year, a new personal counselling provision will be introduced where social workers will assist senior students to set their studying and career goals through an electronic platform.

In order to optimise progress for achieving the HKBM benchmarks, Principal Liang led the School to carry out a three-pronged approach of software (teacher counselling training), hardware (room for

improvement) and policies (make good use of non-public-exam lessons), to upscale its CLD education. The School is actively seeking external professional support and resources to bolster teachers' personal counselling skills and related training; taking advantage of the Education Bureau's minor internal conversion works, a student counselling room has been set up in the library where teachers can meet with students for counselling. The counselling room is equipped with tools such as VASK¹cards and CV360². The lesson time of non-public-exam subjects is reallocated to one-to-one counselling for students. Teachers can now meet with students individually and follow up with them. In addition, Ms Ng revealed that the School plans to train student leaders so they can assist other students, achieving peer support through peer influence.

Enrich CLD by bringing together stakeholders

HKBM allows the School to leverage its massive alumni network and sizeable parent groups to allow more stakeholders to participate and promote CLD education.

Principal Liang labelled self-evaluation as a self-improvement process, enabling the School to better understand its position, and the HKBM give the School clear directions, and critical friends offer their full support to further deepen its 'Benchmarking Program'.

Conclusion

The School's three-year goal is to harness the powers of all teachers to personally counsel students and help them plan their career; the trained student leaders will then be able to lead CLD events and ultimately students will become their own CLD boss. In future teachers and students will move together towards achieving the benchmarks and share the fruits of CLD education achieved with the participation of the whole school.

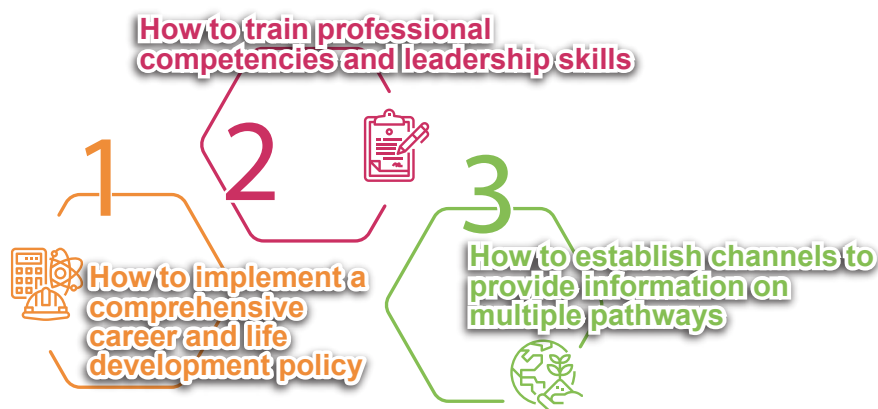
Remarks:

1. VASK: Assist students to discover their values, attitudes, skills and knowledge and experience in expanded notion of work.
2. CV360: Provide an all-round profile to show student's own VASK articulated from their work and life experience.

* Some photos were taken before COVID19 pandemic



Principal Chan's views on HKBM: Promoting Career and Life Development Education in schools



▲ Principal of Buddhist Mau Fung Memorial College Mr Chan Chi Wai chatting with students

BM 1

Each school needs a comprehensive, continuously developing and transparent policy on career and life development. As the policy has real influence over school culture, it should be regularly evaluated and adjusted by the principal to ensure it stays in the correct direction.

BM 2

A unique Hong Kong standard, encompassing the leadership and professional competencies of career development. Coordination team needs to be trained in leadership, management, coordination and networking skills. The coordination team has to establish an effective communication channel with school principal and act as a bridge between school senior management level and teachers.

BM 3

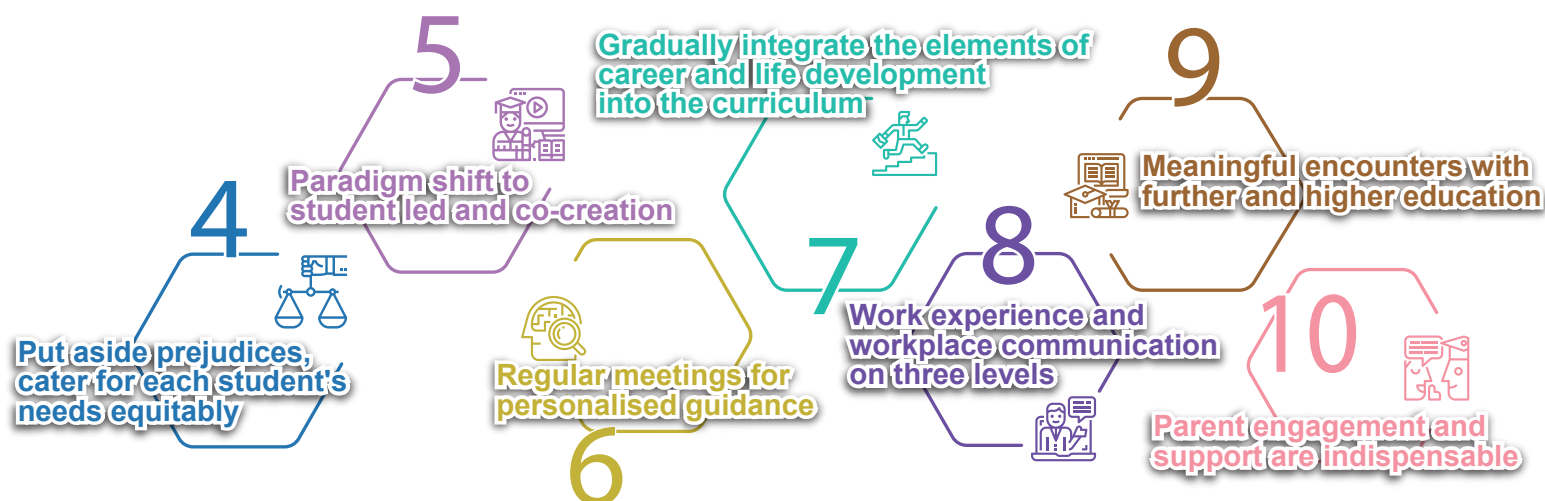
Multiple career pathways means students' options are not limited to university education. Teachers should provide students with the latest information about multiple pathways to inform their career and life decisions at different times and in varying forms. Students have to actively and confidently connect, select and make best use of latest information of multiple pathways, through reflection, according to their own needs.

BM 4

The key phrase here is "each student", based on the needs of each and every student, comprehensive career and life development (CLD) programmes should be tailored to the needs of each student, while addressing diversity and equality throughout. At the same time the individual advice given to each student should be recorded systematically. Vigilance should be maintained to avoid stereotypical thinking.

BM 5

School should create an environment to engage and facilitate students to be active CLD activity co-creators as well as their own career path creators. Teachers, counsellors and CLD team members should co-develop CLD education.



BM 6 Each student should receive one-to-one personal guidance to develop long and short-term goals from trained career teachers, social workers, or other teachers/friends. In practice, schools should have a complete archive system, sufficient time and manpower to understand students' Values, Attitudes, Skills and Knowledge (VASK).

BM 7 Schools should gradually incorporate career and life development (CLD) concepts and practices in their curriculum so that students can connect book knowledge with life and achieve career integration. Under the current education system, teachers generally attach importance to academic performance. To link school curricula with career and life development education, teachers need to free up class hours from compact curricula and collaborate with industry to design curricula.

BM 8 Students should be able to learn from employers and employees about work, employment and the Values, Attitudes, Skills & Knowledge (VASK) that are valued in those industries. Students can experience workplace first-hand and communicate with the business community; there are three different levels: "observation" (visit), "participation" and "understand in depth".

BM 9 Assistance should be given to students to help them understand the multiple opportunities available in further and higher education institutions. Every Secondary 6 student should be arranged to visit different colleges and universities and communicate with faculty members; don't fall into the trap of "quantity/time" in the process but focus on results. We should remember that prejudice and personal expectations should not affect students' access to multiple pathways and each student should be treated fairly.

BM 10 Generally speaking, parents are unable to participate in their children's career development due to their busy work schedule or weak parent-child communication. Schools need to establish the role of parents and provide them with comprehensive information about multiple pathways to strengthen their confidence.

Mr. Chan Chi Wai,
Principal of Buddhist Mau Fung Memorial College

Ten articles in total were from Issues 9-18 of magazine "教育專業"

* Some photos were taken
before COVID19 pandemic



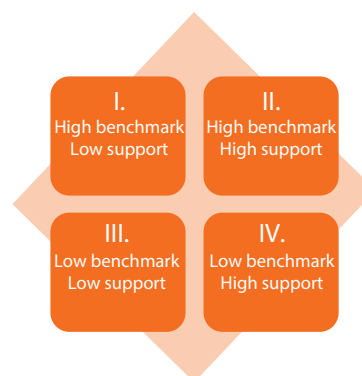
Hong Kong Benchmarks for Career and Life Development: **W.H.E.R.E.**



Life planning education first appeared in the 2014 Policy Address; the purpose is to strengthen assistance to young people in their career planning, provide public schools with "Career and Life Planning Grant", and promote the participation of industrial and commercial enterprises in the "Business-School Partnership Plan",



▲ Mr. Lam Yat Fung James sharing his insights during a seminar.



▲ The relationship between the benchmark and school support can indicate which position a school is in, such as quadrant I, then the school should increase support to move to quadrant II. If the benchmark scores of many schools are placed on a quadrant chart, the differences between schools can be identified.

* Information provided by CLAP@JC HKBM cross-sectoral professional team

Starting from the 2016/17 school year, schools can convert the "Life Planning Subsidy" to regular teaching posts to further extend life planning education to junior high schools. Three goals are set: (1) Student self-recognition and development; (2) Career exploration; (3) Career planning and management.

Examination of CLD Education and Recommendations

In 2017, Hong Kong established a Task Force on Review of School Curriculum (hereinafter referred to as the task force) to review curriculum (including life planning education). After nearly two years, the final report (hereinafter referred to as the report) was published in September 2020, in which a number of recommendations about life planning education (LPE) was put forward:

(1) LPE commence early at the upper primary and junior secondary (JS) levels; young students to learn and plan about jobs, whether it is suitable for them, so early at the primary and JS levels.

(2) Schools should not misinterpret LPE as career guidance per se. LPE for younger students is meant to help them better understand their own aspirations, needs, interests and abilities, and at the same time acquire some basic knowledge of work ethics and the dynamics of the work scene, and develop good attitudes such as punctuality, responsibility, honesty and work ethics.

(3) Schools could also help students develop a broader view of future pathways and occupations, and refrain from holding gender or social status stereotypes in relation to certain jobs. In terms of improving specific measures, the report recommends that schools need to clearly spell out the expectations of student learning in implementing LPE; step up professional training of principals and teachers; and provide relevant information to parents.

Effectiveness of Career and Life Development Education

In 2015, the Hong Kong Jockey Club Charities Trust allocated hundreds of millions of Hong Kong dollars to hold the 10-year "CLAP@JC" to help schools implement CLD education and conduct follow-up research, and many successful examples and much valuable experience have since been accumulated. How CLD education should be further promoted will be the focus of this meaningful plan for the next five years.

Using Hong Kong Benchmarks for Career and Life Development or HKBM Toolkit (hereinafter referred to as the benchmark) with reference to Gatsby Benchmarks adopted by British schools in 2020, CLAP@JC continues to optimise CLD education and respond to the recommendations of the report. After adjustments by local scholars, senior Principals, teachers and related professionals, HKBM was implemented in 50 schools this year. With the support of critical friends, the school's self-evaluation process and the implementation of CLD education have gradually become ideal.

Benchmarking can be regarded as a tool summarized by the acronym "**W.H.E.R.E.**", which can help schools to examine the current position of CLD education on their own and advise schools where they should continue to develop.

"W.H.E.R.E."

Specifically,

W (where, why) Where can the benchmark guide the school's efforts? Why?

H (hooked) How to enable all school stakeholders to actively participate and coordinate with the school's career and life development activities and requirements?

E (equipped, explored) What are the opportunities for schools to be prepared to explore career and life development education?

R (rethink, rehearse, refine, revise) How to provide all stakeholders with opportunities to rethink, rehearse, refine and revise various career and life development education work?

E (evaluate) How does schools self-evaluate (and improve) the overall performance of career and life development education?

Benchmarks not only improve school conditions, but can also reduce the differences among schools, benefitting students.



Mr. Lam Yat Fung James,
CLAP@JC Project Fellow

* Some of the photos were taken before the COVID19 pandemic



Make good use of a stable Career and Life Development policy

Helping students build a rich and abundant life

In recent years, we have witnessed successive waves of education reform, and students have gradually diversified their careers and pathways. How to provide support to teachers and help teachers and students achieve success and happiness is an important issue in the education sector. I refer to the main points of the "Hong Kong Benchmarks for Career and Life Development" (HKBM) and try to integrate a "four knowledge" strategy to construct a school's "career and life development policy", so that teachers and students can work together to create a positive campus that expects progress.



▲ Mr. Ng Yau Keung Benjamin and teachers participating in a medical course to enhance professional knowledge.



▲ Mr. Ng Yau Keung Benjamin visiting alumni at National Taiwan University, updating himself on their career and prospects on a regular basis.

Know your needs:

allow teachers and students to understand their needs

The "Career and Life Development Policy" should be an important topic in schools' three-year development plan and annual plan so teachers and students can understand the importance of CLD education; schools should continue to review and update CLD strategies to enhance students' self-awareness of the workplace.

Government funding for schools has recently increased to strengthen "CLD education" for students. With additional funding, schools can increase relevant staff, allocate additional resources to deepen related work, strengthen school partner contacts, expand students' work-related opportunities, and organise further studies and career visits. In addition, schools should provide the teacher team with relevant information and report on the progress of schools' CLD education, bringing teachers into the education reform. Schools can also assign teachers to participate in career coaching courses and match them with high school students so they can be CLD coaches.

Know your position:

understand your position and embrace the future

Schools respond to the needs of students at different levels. Junior high school students should try more, reflect from participation, and understand their own personality orientation and potentials.

Schools should coach high school students on the strategies and opportunities to gain the experience

needed for further studies and employment so that they can apply their learning to their studies and explore career options.

Schools can analyse the results of further studies and career paths and share them with teachers and students. This will build a school culture of "expecting progress"; "As long as there is progress, there must be a way out, and if you are willing to persevere, you will achieve your ideals."

Happy school-based life stories are born this way.

Know yourself and Know your adversary:

not one less

Parents care about their children's studies and future, schools can invite parents to participate in activities related to further studies and career path, this will show them that the new school system provides diversified CLD learning activities. Parents should not let their children lose confidence. Try hard and make continuous progress and students will have a bright future, not one less!

By broadening their horizons and letting them take charge of their own study and career path, students will be more confident to learn and so enjoy a brighter future!

Outlook

I hope that secondary schools can, through participating in "CLAP@JC" and using HKBM as foundation, learn from the experiences of experts, critical friends and different industries, as well as from each other's strengths. Schools should develop a stable and visible school-based career and life development policy.

Looking forward, I hope secondary students can gain the skills for life-long learning and obtain results that reflect their own abilities, only then will they be able to embark happily on their own path. No one should be left behind. Let us all be encouraged.

Mr. Ng Yau Keung Benjamin,
CLAP@JC Project Fellow



* some of the photos were taken before the COVID19 pandemic



CLAP for Youth@JC 2020 Conference The importance of Career and Life Development



◀ From the left:
Buddhist Mau Fung Memorial College
Principal Mr Chan Chi Wai, Wong Shiu Chi
Secondary School Principal Mr Cheng Sze
Wang, HKSKH Bishop Hall Secondary School
Principal Mr Kam Wai Ming, Director
(Schools), CLAP@JC Dr. Stephen Y. YIP,
Former-Principal of Lions College Mr Lam Yat
Fung, St. Peter's Secondary School Principal
Mr Tong Hing Keung, Man Kwan Pak Kau
College Principal Mr Wong Wing Tung.

Our youth needs Career and Life Development (CLD) education from an early age to tackle the challenges and uncertainties brought about by the latest technological advancements and fast-emerging social and environmental context. It should be in the core agenda of school education.

A principals' summit was organised by CLAP@JC on 4 November 2020 to allow schools that

have joined the pilot of the 'Hong Kong Benchmarks for Career and Life Development' to exchange views, positioning and experiences on CLD in the context of school development and share the considerations of adopting the whole-school HKBM approach. This is to make our youth more motivated, ready, adaptable and resilient to the dynamic workplace of the future.

Roundtable discussion host and guests

Host:

Dr Stephen Yip

CLD Education is an integral part of school education and is very important for whole person development.

Guests:

Principal Mr Chan Chi Wai

One of the benchmarks of CLD education is personal guidance for students, helping them to learn about themselves.

Principal Mr Cheng Sze Wang

Career and Life Development is not just about what subjects they have chosen. CLD Education turned out to have a great impact on students' future career.

Principal Mr Kam Wai Ming

Through different activities, student can understand themselves better.

Former Principal of Lions College Mr Lam Yat Fung

Every student is different. I hope parents and teachers would get to know them well and allow them to develop and shine.

Principal Mr Tong Hing Keung

CLD education is important in secondary education. Because this stage is the most important process for teenagers.

Principal Mr Wong Wing Tung

We should give Secondary 1 students ample space and opportunities to learn about their interests, and find their own goals in the future.

Building a systematic Career and Life Development education





The days we have spent together

Raising the energy level of Career and Life Development - Accredited Professional Development Programmes

The Education University of Hong Kong has organised a number of professional development courses for career and life development education. The courses are designed to meet the needs of different stakeholders in the school, and timely adjustments are made so that different members of the school can better understand

their own roles and reflect on how to use HKBM to promote systematic and sustainable improvement of career development education in schools.

Up to the present, 696 teachers coming from 50 schools' senior management and core team have enrolled in courses covering four level of training.

BM Champion Level 	23 BM champions shared their experience of training
School Senior Management Level 	200 senior management staff attended seminars (55% are school principals, vice-principals and members of school board)
Core Teacher Level 	193 teachers from the Career Team gained certificate
Whole-school Level 	280 non-Career Team teachers, including form teachers, teachers of Other Learning Experiences and Parent-Teacher Association teachers attended

As of May 31, 2021

Promote CLD education - Benchmarks and Critical friends

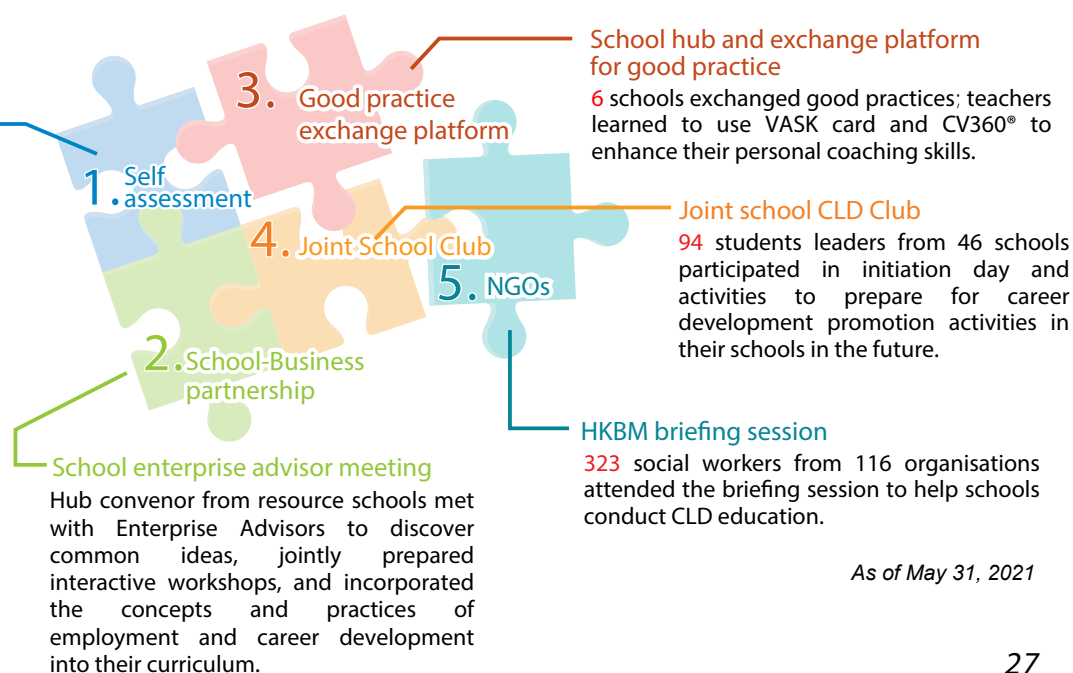
44 network schools applied 10 international benchmarks that are compatible with Hong Kong educational elements, and with the help of HKBM team, carried out self-evaluation and planning of CLD education.

Critical friends of HKBM have engaged in many exchanges with the schools and helped formulate action plans for the schools to achieve enlightening changes in three areas: core, student focused, and enabling environment.

98% of network schools have completed self-evaluation

Before joining the program, most schools failed to achieve the benchmarks. After joining, the schools partially reached benchmarks 9 and 10.

*Trial experience in the UK shows that: > 50% of schools fully met the standards of benchmark at the beginning. One year later, more than 80% of the schools showed significant improvement in multiple benchmarks. Two years later, > 80% of schools fully met the standards in 6 or more benchmarks.



As of May 31, 2021



Teachers' Career Experiences

Meaningful engagement with the workplace is a very important part of career and life development education, CLAP@JC has organised different work placement activities for teachers and students to deepen their understanding of a real work environment, helping young people to explore and develop their career and life.

Take a CLAP Day / Year

The first Take a CLAP Day / Year was successfully completed, teachers overcame tremendous difficulties and embarked on a career adventure as novices in the workplace to experience the challenges and difficulties young people face when they leave school and enter the workplace. This year, teachers continue to set examples by taking on more vocations, showing that "career development is not a slogan." Take a CLAP Day / Year offers a range of job opportunities to suit the needs of different teachers.

Experience period: October 2021 - March 2022

Duration: Take a CLAP Day (1-3 Days)

Take a CLAP Year (1 week - 1 month)



▲ Buddhist Mau Fung Secondary School
Ms Ko Hung Yee, Eureka



▲ HKSKH Bishop Hall Secondary School –
Mr Victor Yeung

HKBM support tidbits

School based support scheme

Hub Facilitators provided a range of support services to schools. Up to now, in the aspect of student assessment and personal mentoring, 13 schools have completed systemised training and learned how to use proprietary CLAP@JC career education tools, including VASK cards and CV360®. In particular, teachers from Salesians of Don Bosco Ng Siu Mui Secondary School learned how to use VASK cards.



▲ Teachers learn to use VASK card in order to support students in initial career coaching



▲ Students practicing latte art, creating special patterns

Alternative Path Finder Scheme (APFS)

Community Connectors offered the Alternative Path Finder Scheme (APFS) to 8 schools and carried out a support plan. 160 students learned about themselves through different experiences. For example, on 21 May 2021, Delia Memorial School (Hip Wo) students tried their hands as latte art, creating special patterns.

Meeting with school Enterprise Advisor

The school actively helped young people transition from school to the workplace. After the plan was launched, many Enterprise Advisors visited the schools. Recently, Buddhist Mau Fung Memorial College and the school's Enterprise Advisor jointly arranged an placement opportunity for students. On 28 May 2021, 3 students acted as reporters and director and interviewed the school's Enterprise Advisor.



▲ Students practicing as reporters and directors during an interview with the school Enterprise Advisor

Acknowledgements:

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

Ms Hayly Leung, Vice Chairman, Manpower Committee, Hong Kong General Chamber of Commerce

General Manager, Group HR Services, Group Human Resources Jardine Matheson Limited

Mr Poon Hing Fai, Principal of Ling Liang Church M H Lau Secondary School

Mr Wong Lik Hak, Principal of SKH Bishop Baker Secondary School

Mr Li Kin Man, Principal of Salesians of Don Bosco Ng Siu Mui Secondary School

Ms Wong Mei Tak, Principal of St. Paul's School (Lam Tin)

Ms Lee Fung Ling, Vice-Principal of Po Leung Kuk Wu Chung College

Ms So Man Ching, Career Mistress of Po Leung Kuk Wu Chung College


Mr Liang Kwun Fan, Principal of ELCHK Lutheran Secondary School

Ms Ng Yuk Shan, Career Mistress of ELCHK Lutheran Secondary School

Mr Chan Chi Wai, Principal of Buddhist Mau Fung Memorial College

Mr Lam Yat Fung James, CLAP@JC Project Fellow

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About CLAP@JC

Created and funded by The Hong Kong Jockey Club Charities Trust, CLAP@JC is a ten-year Trust-initiated Project and a cross-sectoral support platform on career and life development (CLD), aiming to foster a sustainable ecosystem by bringing together the education, community and business 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.

CLAP@JC aims to transform the conventional life planning services model by broadening the definition of talent and success. This new approach guides youth to explore multiple career and life pathways consistent with their own Values, Attitudes, Skills and Knowledge (VASK). The project has implemented a new created "Hong Kong Benchmarks for Career and Life Development" (HKBM) to uplift the industry standard in support of youth to establish clearer life directions and smoother school-work transition.

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