

Hong Kong Benchmarks for Career and Life Development (HKBM) **Highlights of School Good Practices**

Created and Funded by:



The Hong Kong Jockey Club Charities Trust

Co-created by:



香港教育大學
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of Hong Kong

“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.”

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



Hong Kong Benchmarks for Career and Life Development (HKBM) Highlights of School Good Practices

Foreword

This booklet highlights the good practices from the ten participating network schools in the CLAP@JC project under the Hong Kong Benchmarks for Career and Life Development (HKBM) framework. This systematic framework enables participating schools to review their internal Career and Life Development (CLD) policies and provisions through a strategic lens and add value to their existing CLD efforts with continuous self-improvement, thereby providing pertinent and high-quality CLD activities for students.

The booklet provides an overview of the good practices and key implementation strategies of each benchmark from selected network schools. Through the knowledge sharing from these ten network schools, we hope to deepen schools' understanding of the HKBM and its benefits in supporting students' CLD. Additionally, we aim to inspire schools to enhance their own CLD provisions through different experiences.

The good practice exemplars including implementation details and related resources, are uploaded to the HKBM Online Resource Library for reference and download by all participating network schools in the project. If you are interested in obtaining relevant resources, please apply to become a network school under this project.

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About 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. It aims to empower schools to add value to their existing CLD efforts through a strategic lens.

With experience gained from Phase I, the HKBM has been co-created and localised in consultation with CLAP@JC Global Adviser Sir John Holman (the author of UK's world-class Gatsby Benchmarks) and local educators. Ten guiding principles (or "Benchmarks") for CLD was derived and piloted in six schools with diverse backgrounds in 2019/20 school year.

Building upon the success of the pilot, HKBM has been adopted by network schools since September 2020. The HKBM become an integral part in CLAP@JC.

CLAP@JC - Research Summary

Based on the baseline research data collected from 50 participating network schools at various levels (including schools, teachers and students) in the CLAP@JC project, the preliminary findings are as follows :

- (1) Within 12 to 14 months after the adoption of the HKBM, there was an average of 26% improvement in CLD effectiveness in all aspects.
- (2) According to the baseline survey results from over 6,000 students, the APASO-II scale indicates a significant positive correlation between a well-established school-based career development programme and students' socio-emotional development. This is particularly evident in students' motivation (such as attaching importance to learning and the need for academic achievement), social integration, students' relationship with parents and school, self-efficacy, positive sentiment towards school, and students' life goals. The data showed that the CLD education policies of the sample schools have a profound impact on students' holistic development, including areas related to academic learning.
- (3) Participating schools generally considered that the adoption of HKBM helped encourage senior management (especially the principals) to play a more active role in promoting quality school-based CLD education. They surpassed their previous role of merely "expressing support to middle management", such as being resource planners and suppliers, as well as policy balancers, but took a more active role such as co-evaluator, co-creator or cultural sharper. The HKBM provides schools with a comprehensive and systematic framework and platform for self-improvement, allowing the senior management and career and life planning team to collaboratively create quality CLD programmes.

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HONG KONG BENCHMARKS FOR CAREER AND LIFE DEVELOPMENT (HKBM)

CORE



1

A Stable and Visible Career
and Life Development Policy



2

Professional Competencies
and Leadership



1

Hong Kong Benchmarks for Career And Life Development (HKBM) - Core A Stable and Visible Career and Life Development Policy

Every school should have a stable policy on CLD 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.



Principal CHENG Sze Wang
Wong Shiu Chi Secondary School

“A stable career and life development policy facilitates implementation and sustainable development.”

To effectively promote a whole-school approach for CLD, the school connects the key areas of CLD policies with the school development plan and its major concerns. By doing so, it can enhance the efficacy in implementation, facilitating the attainment of the school’s overall development goals, as well as promoting participation and collaboration among teachers from different subjects.

KEY IMPLEMENTATION STRATEGIES

- Adopt the HKBM as a conceptual framework to strengthen CLD provisions from a strategic lens
- Conduct SWOT analysis to review the school's CLD provisions and make reference to graduate survey results to formulate plans and strategies in response to the school's current situation and student needs
- Connect CLD with school's major concerns to promote whole school participation to enhance effectiveness
- Establish a stable and visible CLD policy to facilitate whole school collaboration and conduct regular reviews





2

Hong Kong Benchmarks for Career And Life Development (HKBM) - Core 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.



**Vice Principal Y.S. LAM,
Vice Principal S.C. CHAN,
Vice Principal K.K. LIU and Ms H.Y. KO
Buddhist Mau Fung Memorial College**

“To effectively promote and implement the CLD policy in the school, it is most crucial to continuously enhance teachers’ awareness and professional competencies in related areas.”

The school strategically enhances teachers’ professional knowledge and competencies in CLD by arranging them to participate in professional development training of varying breadth and depth, based on their roles and responsibilities.

KEY IMPLEMENTATION STRATEGIES

- Regularly report CLD activities at school meetings to promote whole school participation and support
- Arrange for teachers to take part in professional development programmes of different breath and depth according to their specific roles and responsibilities
- Share the Career Team’s vision, goals, strategies and work plans with new team members
- Develop a “Career Team Administration Handbook” which clearly sets out the vision of the team, CLD theories, CLD strategies, and annual implementation plans to cultivate shared values and a unified direction





HONG KONG BENCHMARKS FOR CAREER AND LIFE DEVELOPMENT (HKBM)

**STUDENT
FOCUSED**

Learning from
Multiple Pathways
Information

3



4

Addressing the
Needs of Each Student



5

Student Engagement
and Co-creation



6

Personal Guidance for
Developing Career Roadmaps



3

Hong Kong Benchmarks for Career And Life Development (HKBM) - Student Focused Learning from Multiple Pathways Information

Students can have access to the latest multiple pathways information from a variety of channels, allowing them to make decisions for their career development and take action accordingly. In the process, students can actively and confidently connect, select and make full use of the updated information from multiple sources, and through reflection, make career options and corresponding independent actions based on their own needs, interests and abilities.



Principal HUI Hon Yin
St. Peter's Secondary School

"The school needs to provide student with comprehensive further studies and careers information through various ways and different formats to help them make well-informed career and life development decisions."

The school disseminates updated multiple pathways information through various channels to facilitate students' access. Moreover, the school also organizes different types of activities such as sharing and tasting activities to provide students with first-hand information on different further studies and career pathways, and the market trends, helping them make well-informed further studies and career decisions.

KEY IMPLEMENTATION STRATEGIES

- Develop a comprehensive annual plan to provide students of different stages with multiple pathways information on further studies and careers, helping them make informed decisions and inspiring their career aspirations
- Disseminate up-to-date multiple pathways information to students through various channels, including (1) talks and visits, (2) Career Team's bulletin board, (3) one-stop electronic platform providing comprehensive information on multiple pathways, and (4) further studies and career fairs, providing students with latest information on different occupations and study opportunities
- Provide thinking skills training to help students make informed choices more confidently
- Set the interim goal of CLD plan as having majority of students agreed that the school provisions could enable them to make informed decisions for further studies and careers from the multiple pathways information





4

Hong Kong Benchmarks for Career And Life Development (HKBM) - Student Focused Addressing the Needs of Each Student

Career development activities must be tailored to the individual needs of each student, taking into account principles of diversity and fairness throughout the process.



Principal LAM Chi Bun
Ling Liang Church M H Lau
Secondary School

“The school values the learning diversity of each student and, through various measures, helps them explore and reflect on themselves in their CLD process.”

The school has developed the “Students Self-Evaluation Booklet” as a tool to guide students in reflection and goal-setting, enabling students to engage in more meaningful self-assessment. Through the process of writing their personal statement, students can reflect on their interests, strengths, Values, Attitudes, Skills, and Knowledge (VASK), helping them make informed decisions and develop effective study and career plans.

KEY IMPLEMENTATION STRATEGIES

- Emphasize on catering to the learning diversity of each student and set it as the overarching goal of the Career Guidance Committee, thereby assisting students to explore and reflect on their interests and studies in their CLD process through various measures
- Tailor CLD activities for students, responsive to their diversified learning needs
- Develop the “Students Self-evaluation Booklet” to help students understand their learning orientations and interests through different psychological assessments, thereby enabling them to gain inspiration for their interest development and future careers
- Utilize Student Learning Profiles, including writing of personal statements, to help students reflect on their interests, VASK and their future aspirations





5

Hong Kong Benchmarks for Career And Life Development (HKBM) - Student Focused Student Engagement and Co-creation

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



Principal LEUNG Yvetta Ruth
Queen's College

“Through various means, the school enables students to become co-creators of CLD activities, empowering them to take ownership of their own CLD.”

The school has a Career and Life Planning Team, which comprises teachers and students. Under the support of designated teachers, the students as career counsellors, they co-create and promote CLD activities through planning, data collection, publication, and activity support to meet the needs of students.

KEY IMPLEMENTATION STRATEGIES

- Establish a Career and Life Planning Team, consisting of guidance teachers and student career counsellors, to co-create CLD activities
- Hold regular meetings with students and record their ideas and action plans on CLD to facilitate implementation and follow up actions
- With the support of designated teachers, student career counsellors publish further studies and career guidance publications for dissemination of CLD information and offering advice in support of the needs of S3 & S6 students
- Extend their connections with different stakeholders and peers through alumni activities, job shadowing, internship, mentorship and peer sharing sessions organized by career counsellors





6

Hong Kong Benchmarks for Career And Life Development (HKBM) - Student Focused 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.



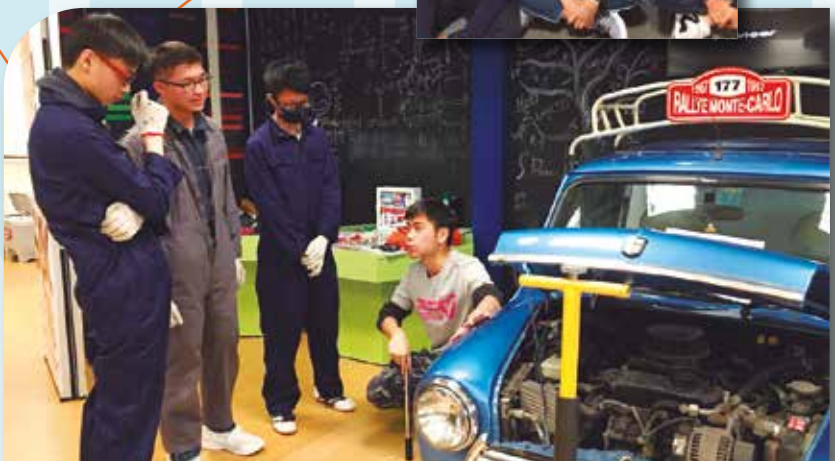
Vice Principal KWOK Lee Hoi Yan
United Christian College (Kowloon East)

“The school provides individual counselling for each S6 student to help them identify their aspirations and establish their corresponding career roadmaps.”

The school has developed the “Secondary 6 Career Coaching Handbook”, which enables students to reflect on their strengths and potentials. Based on the information from the Handbook, counselling teachers can provide relevant advice during the counselling process and collaboratively create career goals and action plans that cater for individual needs.

KEY IMPLEMENTATION STRATEGIES

- Arrange individual counselling in the first semester and in July respectively, with relevant arrangements incorporated into the annual plan of the Career Planning Committee
- Let the students decide whether to have the counselling session on a one-on-one basis or in a group of two at the beginning of the semester
- Develop a “Secondary 6 Career Coaching Handbook” to enhance the effectiveness of personal counselling for students. This tool aims to:
 - assist students in reflecting on their values and abilities, as well as understanding their strengths and potentials, inspiring them on their future career goals and aspirations
 - enable teachers to understand students’ backgrounds, so as to provide students with personalized support based on their individual needs and abilities, guide them in connecting their personal profiles with future CLD, and help them establish and review their study and career goals and challenges
- Assist students in creating personal life goals and career roadmaps, and planning feasible pathways during personal guidance sessions





HONG KONG BENCHMARKS FOR CAREER AND LIFE DEVELOPMENT (HKBM)

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



7

Hong Kong Benchmarks for Career And Life Development (HKBM) - Enabling Environment

Linking Curriculum Learning to Career and Life Development

All teachers should link curriculum learning with CLD. Subject teachers should emphasize the broad relevance of the subject on future studies, employment and life pursuits.



Principal YUEN Oi Hing
CCC Kung Lee College

“The school incorporates CLD concepts in curriculum holistically through whole school approach to equip students with CLD competencies.”

The school incorporates the CLD concepts into the curriculum design of individual subjects and interdisciplinary projects, enhancing the interest and practicality of learning. This increases students' motivation to learn and enables them to effectively master the subject knowledge and develop their CLD competencies.

KEY IMPLEMENTATION STRATEGIES

Incorporate CLD elements into the entire school's curriculum design, including:

- Schedule the delivery of a comprehensive stand-alone CLD curriculum within the timetable
- Develop a school-based life planning English language curriculum using the three components of life planning processes from Education Bureau (EDB): Self-understanding and Development, Career Exploration and Career Planning and Management as the framework for curriculum design, enabling students to master English language skills while developing their career development abilities, such as creativity and communication skills
- Design a cross-curricular Social Entrepreneurship Project Learning programme with involvement of selected Key Learning Areas including Chinese Language, English Language, Arts Education and Technology Education, etc. to develop students' CLD competencies and attributes including citizenship, critical thinking, creativity, character education, communication and collaboration
- Incorporate CLD activities into life-wide learning activities and extra-curricular activities, complementing CLD lessons, subject-based learning, and project-based learning





8

Hong Kong Benchmarks for Career And Life Development (HKBM) - Enabling Environment Meaningful Encounters with the Workplace

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



Principal KWOK Man Kwan
PHC Wing Kwong College

“The school provides students with learning opportunities related to the workplace, allowing them to explore the qualities valued in the workplace and their future career development pathways.”

The school provides students with meaningful encounters with the world of work at various levels, enabling them to gain insights into the qualities valued by employers and employees from different perspectives. These experiences not only inspire their future career development orientation but also help them expand their network.

KEY IMPLEMENTATION STRATEGIES

- Provide meaningful encounters with the workplace at three different levels:
 - (1) “Observation-based” exposure: Arrange workplace visits to industries that align with students’ interests such as pet grooming, dessert making, and coffee blending to deepen students’ understanding of the working environment through on-site observations and first-hand experiences
 - (2) “Interaction-based” exposure with workplace staff, events, and environment: Examples include organizing a “Career Expo” where alumni and professionals from relevant industries are invited to share latest development of the industries and engage in interactive activities, allowing students to explore and understand the VASK required for different industries and acquire updated market information
 - (3) “Role-based” interactive exposure: Identify internship opportunities for students to take up roles and responsibilities in authentic environment of a specific career, helping them develop relevant knowledge and skills for their future careers in related industries, e.g. students who are interested in healthcare industry participated in the “Student Health Care Experience Scheme” jointly organized by healthcare organizations in the district
- Guide students to reflect and consolidate their understanding of the world of work after the activities through worksheets and reflection sessions to strengthen students’ self-understanding and encourage them to plan for their CLD goals





9

Hong Kong Benchmarks for Career And Life Development (HKBM) - Enabling Environment 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 other further education opportunities.



Principal KAM Wai Ming
HKSKH Bishop Hall Secondary School

“The school promotes meaningful engagement between students and further and higher education institutions, enabling them to make informed choices and develop their further study plans.”

The school arranges a series of activities related to higher and further education institutions to help students understand different pathways and opportunities for further studies and career development, including local and overseas further study pathways, as well as opportunities for higher education and VPET, enabling them to develop study plans that could meet their individual needs.

KEY IMPLEMENTATION STRATEGIES

- Systematically plan and formulate CLD activities for the whole school year to provide students with comprehensive information and activities related to higher and further education, such as talks, workshops and expos to introduce local and overseas study opportunities
- Disseminate information on multiple pathways through an internal platform for further studies, and encourage students to participate in information days held by different universities and tertiary institutions to obtain the latest information related to higher and further education
- Organize the “Expo on Multiple Pathways” to provide interaction opportunities with staff members or students of higher and further education institutions, allowing them to gain a deeper understanding of different disciplines and academic requirements
- Design various reflective activities, including “Career Profile” and worksheets, to guide students in reflecting on their learning experiences and feasible pathways for further education, helping them set goals based on their individual needs and explore feasible CLD pathways





10

Hong Kong Benchmarks for Career And Life Development (HKBM) - Enabling Environment 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 CLD.



Principal LIANG Kwun Fan
ELCHK Lutheran Secondary School

"The school organizes various parent education activities related to CLD, with an aim to establish a common language and perspective between parents and their children for better support to our youths in pursuit of their dreams."

The school strategically promotes collaboration between parents and the school through various means to enhance parents' understanding of CLD. They become positive agents and collaborative partners in their children's CLD journey, supporting their career aspirations more effectively.

KEY IMPLEMENTATION STRATEGIES

- Organize a parent night for the parents of S6 students to provide information on multiple pathways, empowering them to support their children in making further studies and career decisions more effectively; and organize a parent night for parents of S3 students to help them better support their children in subject selection
- Incorporate “parent elements” into the existing senior secondary career planning education programme, and adapt some of the key activities to create a parent version, such as the “Parent Self-Understanding Workshop” to allow parents to experience the learning activities that their children have participated in, so as to foster mutual understanding; in the ‘Life Tutorial Class’, parents are invited to share their personal career development experiences with students and other parents, creating a shared experience for all
- Introduce the ‘Career and Life Planning Education Series’ to the school’s Parent Academy with topics including walking through the life journey, personal interest development, values and career development, development of personal competencies, my personality traits, and multiple pathways to enhance their understanding of current career development trends





HONG KONG BENCHMARKS FOR CAREER AND LIFE DEVELOPMENT (HKBM)

ONLINE RESOURCE LIBRARY

Provision of resources to facilitate network schools under the CLAP@JC project to build quality CLD provisions based on the framework of HKBM, supporting students' CLD development in the ever-changing world and facilitating knowledge transfer and creation in related field.



Website: <https://clap.hk/hkbn-online-resource-library/>

The resources are only accessible by network schools at the current stage.



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, 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.

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 newly 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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