

The Hong Kong Benchmarks for Career and Life Development (Schools) **CASE STUDY** 2024



Created and Funded by



The Hong Kong Jockey Club Charities Trust

Co-created by



香港教育大學
The Education University
of Hong Kong

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Hong Kong Benchmarks for Career & Life Development (HKBM)



HKBM is a systematic self-improvement framework for schools to build quality Career and Life Development (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's 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 since September 2019.

Building on the foundation of the pilot, the HKBM become an integral part in CLAP@JC.



Learn More



Hong Kong Benchmarks for Career and Life Development (Schools) Overview



	Benchmark	What “good” looks like?
CORE	BM1 A Stable and Visible CLD Policy	Every school should have a stable policy on career and life development to guide its action plan and programme development. The policy and programme should be regularly evaluated and should be known and understood by students, teachers, parents, enterprise partners and relevant stakeholders.
	BM2 Professional Competencies and Leadership	Career Team is equipped with core competences 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.
Student Focused	BM3 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.
	BM4 Addressing the Needs of Each Student	Career and life development programmes should be tailored based on the needs of each and every student; addressing diversity and equality throughout.
	BM5 Student Engagement and Co-creation	Students should be the owner of his/her 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.
	BM6 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.
Enabling Environment	BM7 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.
	BM8 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. Students should also have first-hand experiences of the workplace so as to help their exploration of career opportunities, and expand their networks.
	BM9 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) institutes, and further education opportunities.
	BM10 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.



Foreword: Stories about "From Good to Great" : The Hong Kong Case of Building a Common Systematic Self-Improvement Model for Career and Life Development in Schools



"To preserve one's heart, and nourish one's personality, is the way to serve Heaven. When neither a premature death nor long life causes a man any doublemindedness, but he waits in the cultivation of his personal character for whatever issue; this is the way in which he secures one's place in the world and establishes one's life."

(Mencius-Jin Xin I; 3rd Century B.C.E.)

Dr Stephen Yam Wing YIP

Director (Schools), CLAP@JC

The importance of Career and Life Development (CLD) among youth has been ever enhancing worldwide. Since the ground-breaking emergence of the Gatsby Foundation's 'Good Career Guidance' research authored by Sir John Holman (2014), the need of building a concrete and comprehensive career education in schools has unequivocally become a priority. As such, the world-renowned Gatsby Benchmarks, as well as its adaptations, have become the blueprint of career-related learning in several jurisdictions, including that of the United Kingdom.

In my short essay, "In Search for Effective Career and Life Development: The Map, Friends and Stories" (July 2020), it was pointed out that despite the long history of career guidance, schools in Hong Kong need a common map, which is well-tested by experts and educators, to illustrate "what good looks like" in career education. The essay was written during the time right before the Hong Kong Jockey Club Charities Trust launched its second phase of CLAP@JC in late 2020 to try out the adapted Gatsby Benchmarks, known as the Hong Kong Benchmarks for Career and Life Development (HKBM) (Holman and Yip, 2020). The response from schools was very positive in adopting the HKBM-based systematic self-improvement model.



HKBM has given the CLAP@JC, as well as schools, a new dimension of looking at improving the standard of CLD provisions. A new paradigm of 'from good to great' is emerging when school adopts HKBM as the core value of actions, which has 'naturalistically' been translated to various activities and policies, and eventually transformed the school community as a whole and at different levels. Despite COVID, evidence shows that schools (irrespective of their bandings) has made an average improvement of 25% in CLD effectiveness after adopting HKBM. The self-improvement model is also shown to be effective, supported by the outcomes of random longitudinal samples indicating that students' career readiness (Dodd, et al., 2021) demonstrated significant increases while the counterparts from non-BM schools decreased.

Now the project has more than one-hundred and twenty secondary schools joining the journey of self-improvement and co-witnessing the beauties of 'collective teacher efficacy' (Hattie & Zierer, 2018) as well as cross-sector collaboration that directly and indirectly catalysed by HKBM for building positive sense of future among our youths.

What makes HKBM successful in Hong Kong? It is surely a research question to pursue in-depth for a longer run. There are perhaps at least five specific "change drivers" (Fullan, 2021) to explain the "HKBM improvement story", borrowing Michael Fullan's latest bestseller, 'The Right Drivers for Whole System Success':

1. Good alignment with government policies:

HKBM aligns well with various Government policies related to CLD (Yip, 2020 b). Specific policy themes or documents are listed below as examples:

- a. Guide on Life Planning Education & Career Guidance in Schools (second edition) (2021)
- b. School Self-evaluation (SSE) in the schools' quality assurance and accountability mechanisms
- c. Curriculum guides and specific policies (including Other Learning Experiences, Student Learning Profile, Values education, STEAM education)

2. Focusing Equality investments (Fullan 2021, pp. 27-31):

HKBM offers a reliable map for careers and life education that reflects both local characteristics and global standards. Talent development (including quality CLD) is a crucial strategy for a jurisdiction's competitiveness. The overall principles are firmly rooted from the belief of education for all.

3. Focusing on 'System-ness' (ibid, pp.32-35):

HKBM provides a concrete and succinct framework to enable school leaders to follow and learn, especially in a high teacher turnover period. In addition, HKBM's ten interlocking guiding principles provide concise descriptions of the expected quality, quantity, scope, and diversity illustrated with tangible desirable outcomes in CLD education through system learning.

4. Emphasising Learning and Well-being (ibid, pp.8-19)

HKBM promotes an agency-focused (rather than merely activity-based) and youth development model that emphasises multi-level empowerment of school organisations, from principals, career leaders, teachers to students. Like many education innovations, a good CLD requires conducive policies, infrastructure, resource-time re-allocation, and environments (including designated communities of practice) to yield the best results. Evidence shows that the key is to build 'sense of agency' as well as develop related values, attitudes, skills and knowledge among different key players for CLD improvement in each school as a coherent whole.

5. Highlighting social intelligence (ibid pp.20-28):

HKBM encompasses effective cross-sector/ multi-agency collaboration to enhance positive social trust (Fukuyama, 1995) and 'lateral energy' (Hargreaves, 2003) that enables smooth transitions from school to work among youths. The model introduces 'critical friends' from education, youth work and enterprise sectors into the strategic core in schools' self-improvement journey.

All in all, HKBM and its ten guiding principles remind school educators that student diversity is more to be celebrated than to be catered, especially in CLD. It is particularly true in co-creating our students' future study and career paths which will be unimaginably diverse and non-linear. In terms of 21st century's school-to-work transitions, the existing multiple pathways in both the local and global contexts will become increasingly complex. Our new generations should entitle a much earlier and stronger intervention to nurture their habits of mind in proactively developing their own career aspirations and skills, while they are still in school. HKBM is perfect to serve as the holistic solution in paving such educational foundations for them to ongoingly 'author' their futures. Under such a rigorous framework, schools can connect inwardly between functional teams or initiatives as well as they can outwardly network with workplaces and the community effectively. From our invaluable CLAP@JC experience, I viewed that HKBM stories witnessed by multitudes of stakeholders are indeed the schools' success stories of coherence-making, and the collective will of self-improvement among professionals. As Sir John Holman says, "As we discovered, good career guidance means linking different activities together to form a coherent whole." (Holman, 2014, p5)

January 2024

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Po Leung Kuk Wu Chung College Whole-school Participation and Cross-team Collaboration Career and Life Development that Permeates All Levels

Po Leung Kuk Wu Chung College is a Resource School participating in the CLAP@JC project. Since the introduction of the "Hong Kong Benchmarks for Career and Life Development" (HKBM) three years ago, the school has continually enhanced in the two core areas, namely "BM1: A Stable and Visible Career and Life Development Policy" and "BM2: Professional Competencies and Leadership". This has taken a whole-school participation approach, promoting policies and measures that are conducive to career and life development (CLD) education. Through organisational restructuring, the school has fostered teacher consensus and participation, optimised CLD guidance, and in conjunction with curriculum adjustments, provided holistic support for students' exploration in the realm of CLD.



▲ Through organisational restructuring, a culture of good communication and exchange is also established, helping to render a whole-school participation approach.

Organisational restructuring, grooming middle management, and boosting communication



"HKBM prompts the school to examine and improve their existing CLD education, while optimising it in all aspects. When the whole school, both teachers and students, place importance on CLD, students are able to gain a more insightful understanding of themselves."

—Mr. Chan Kwong Yiu, the Principal



Previously, CLD was primarily carried out by the Career and Life Planning Committee on its own. We adopted a model of organising one-off lectures or visits, and providing further education consultation for Form 3 and Form 6 students. Mr. Chan Kwong Yiu, the Principal, reflected that when the school introduced HKBM, it was at the juncture when an organisational restructuring was being effected, which we leveraged on to provide a good

◀ Principal Chan believes that training and expanding middle-level personnel helps to enhance teacher engagement.

communication and collaboration platform between various subject groups, facilitated the exchange of ideas on CLD, and increased the involvement of all teachers.

"At the time, the school was undergoing a restructuring, which included subdividing the original four administrative divisions into fourteen, while grooming middle-level personnel to take the lead of each group. During meetings with staff and middle-level management, each group would introduce their new plans and their content, establishing a culture of exchanging opinions and creating space for collaboration. The Career and Life Planning Committee then introduced HKBM and regularly shared updates on related projects in these meetings. After each self-evaluation exercise, the results would be reported, allowing colleagues to continuously witness the effectiveness of CLD", said Principal Chan.

Leadership in cross-departmental collaboration and communication Enhancing professional competencies through training

Moreover, the school has appointed Ms. Lee Fung Ling, Vice Principal, to coordinate committees on student development and support, including the Guidance and Counselling Committee, the Discipline Committee, the Career and Life Planning Committee, the Alumni Connection Team, as well as the newly established Positive Education Team and Form Co-ordination Committee. Ms. Lee, with her multiple years of experience in CLD, is able to utilise her expertise to lead the Career and Life Planning Committee, meanwhile incorporating elements of CLD into the activities of each team. For example, the Positive Education Team has collaborated with educational psychologists to organise activities which also included activities centred around CLD, inspiring students to take this topic from various perspectives.



▲ Vice Principal Lee also notes that regular meetings within the school allow colleagues to express their opinions openly.

With the involvement of leaders and teams at the core, coupled with the trust and resources provided by the management, the school has achieved a whole-school approach in its CLD. Vice Principal Lee emphasised that teacher training is another key aspect. "After the introduction of HKBM, class teachers have devoted more time to students' CLD, such as personally teaching the career planning courses for senior secondary students. They need to understand and identify with CLD, highlighting the importance of training." Therefore, teachers from all departments in the school have participated in a one-day career development workshop, while teachers, members of the Career and Life Planning Committee receive longer training. To accommodate these developments, the school adjusts the teachers' teaching schedule, providing supply teachers in substitute, so as to allow teachers to further their studies to enhance their professional competencies in the area.



"HKBM inspires schools to enhance professional leadership, which involves training and review. At each year end, the Career and Life Planning Committee presents their work to other teams and subject groups, allowing colleagues to take turns asking questions and providing feedback. The same applies to other teams, whereby the professionalism is sharpened through mutual observation and critique."

—Ms. Lee Fung Ling, Vice Principal



Increasing participation of class teachers Optimising learning enhancement plan

When it comes to the involvement of class teachers, it turns out that the school has always done a "Dual Class Teachers System" practice where the majority of teachers are required to take on the role of a class teacher. In recent years, class teachers have been actively involved in CLD activities. Therefore, they can closely observe students' performance and assist with post-activity feedback and reflection. With increased participation of class teachers, they build shared experiences with students, understand individual student traits, and are better positioned to offer suggestions during career counselling.

The CLD class offered by the school for Form 5 and Form 6 students is now entitled the "Learning Enhancement Programme". At the end of each second semester, the Career and Life Planning Committee will consider the class teachers' opinions to match each Form 5 student with a teacher for individual interviews based on their traits and academic performance. Class teachers, who are well-acquainted with the students' circumstances, might suggest that a student who performs well in elective subjects but is at risk of failing language subjects should meet with a language teacher to seek adjustments in their study strategies, thus increasing their chances of university admission. If a student is experiencing emotional stress or seems unclear about their future, then follow-up is required from the Guidance and Counselling Committee or Career and Life Planning Committee.

Cross-subject group teachers collaborate Counselling students with diverse needs

The Career and Life Planning Committee member Ms. So Man Ching pointed out that the "Learning Enhancement Programme" has been around for a long time, but in the past, it was the "Career and Life Planning Committee, solo on its own", where each teacher had to meet with many students. Since the introduction of HKBM, many more teachers have been brought into the loop, where all senior class teachers, and even the principal and vice principal, would find time to meet students. Thus, the teacher-student ratio is slashed, while good matching is made happen allowing teachers to meet the diverse needs of students. Furthermore, the Career and Life Planning Committee Team has developed a worksheet as a guide for teacher-student interviews, making it easier for both parties to grasp the direction of the conversation. After each interview, teachers are required to fill out a simple report, recording the student's learning plan, further education orientation, etc. If the student needs additional support, the staff taking over can refer to the report at any time, facilitating continuous follow-up.

The Mathematics Panel Chairperson, Ms. Fung Hoi Kwan, who is involved in the counselling work of the "Learning Enhancement Programme", has remarked that the HKBM emphasises the provision of "multiple pathways" information for students. With an increasing number of teachers participating, each with their own areas of expertise, there is a more comprehensive response to the diverse needs of students in terms of further studies. "For example, as a mathematics teacher, I am more resourceful about pathways in relation to engineering and information technology fields," Ms. Fung remarked. She has also observed that teachers from various subjects are getting involved in CLD counselling work, showing an increased awareness in the area. Beyond scheduled counselling sessions, teachers are ready to continually address the students' needs to further their studies, and encourage them to do better in learning.



"Although the Career and Life Planning Committee may not be able to have teachers from all disciplines and expertise in the world, HKBM has always reminded us of the possibilities of cross-departmental collaboration, broadening our horizons, and enabling us to assist students from a greater variety of perspectives."

—Ms. So Man Ching,
Member of Career and Life Planning Committee



▲ Ms. Fung (left) and Ms. So (right) point out that to optimise the "Learning Enhancement Programme", more teachers' participation is called for.

Instilling CLD elements into activities at all levels

Incorporating CLD curriculum for higher form students

In terms of the curriculum, the school has also made systematic adjustments following the introduction of HKBM, rendering a more comprehensive CLD education across all levels. During junior secondary education, students begin to grasp the concept of CLD through weekly assemblies and engage in self-discovery using career orientation assessment tools. Teachers utilise VASK cards¹ to introduce to Form 5 students the values, attitudes, skills, and knowledge needed for various occupations, acquainting them with the working world. Furthermore, the school invites some Form 3 and 4 students to become "CLD Ambassadors", who take the lead in organising CLD activities, designing assembly content for junior secondary schoolmates, helping them explore future career directions in an engaging manner.

Schools have capitalised on the reform of the Liberal Studies curriculum to reorganise class schedules, incorporating two to three weekly CLD sessions into the senior secondary curriculum. Following their subject selections, Form 4 students once again have the opportunity to use professional tools to examine their own personality traits and to engage in event planning, learning to coordinate resources, manpower, and publicity – skills that are directly applicable to the workplace. Form 5 students concentrate on soft skills training, which includes presentation skills, communication techniques, dining etiquette, voluntary service, and other competencies that prepare them for future workplace challenges. For Form 6 students, the CLD lessons are primarily focused on further studies discussions, offering insights in tertiary institution admissions, as well as information on opportunities for studying abroad or in Mainland China.

Mr. Lo Wai Kit, the Career Master, added: "When it comes to volunteering in the domain of CLD it is different from that of ordinary counselling or Positive Education lessons, as it is tightly connected to the workplace. For example, after understanding the needs of the visually impaired, we discuss how to construct an accessible office, fostering empathy from a CLD perspective."



▲ Students, through activities, come to understand the needs of visually impaired individuals, which inspires them to contemplate what constitutes an inclusive workplace culture for people with and without disabilities.

► Mr. Lo believes that secondary school students are not yet clear about what CLD entails. It is necessary to first explain the concepts to them, and clarify that CLD is not limited to job matching, but also involves understanding oneself and responding to the needs of the world.



▲ The school's CLD class can encompass a wide range of topics, dining etiquette for example.



¹ The VASK card was designed to support youths to explore their own VASK (Values, Attitudes, Skills and Knowledge) through reviewing ENOW experiences. It helps youths to understand themselves more and facilitates the discussion about their career and life development.



▲ CLD education should be complemented by a variety of enriching experiential activities, whereby students recognise their personal traits and interests while exploring diverse pathways. The picture shows a perfume blending workshop.

Collaboration with subject teams and Career and Life Planning Committee Cross-curricular guidance on further studies

The CLD classes cover a wide range of knowledge, meaning they must involve the teachers from multiple subject teams. Mr. Yeung Wai Chit, Vice Principal, who is responsible for the school's Curriculum Development Team and is also the English Panel Chairperson, mentioned that the English subject team would collaborate with the Career and Life Planning Committee. During the relevant classes, they guide students in writing their self-accounts for the "Student Learning Profile" (SLP) and a short essay for other experiences and achievements in competitions (OEA²) for submission to the Joint University Programmes Admissions System (JUPAS). This includes how to organise experiential learning activities and career aspirations, and they will also teach writing skills. Then, students are encouraged to attempt writing on their own, after which their work is reviewed and corrected by teachers from the English department.

"In higher forms, the English subject has many class hours, and it is taught by the same teacher from Form 4 all the way to Form 6. The teachers are familiar with the



▲ In addition to guiding students in writing their "Student Learning Profile" and "Other Learning Experiences," Vice Principal Yeung also personally participates in the "Learning Enhancement Programme," meeting with students who need to formulate learning strategies for English.



"With the introduction of HKBM, changes have been made to the overall curriculum in schools, incorporating CLD elements at all levels. Moreover, CLD class hours have been put in the senior secondary timetable, which is primarily managed by the Career and Life Planning Committee, while the Curriculum Development Team provides coordination and support beside."

—Mr. Yeung Wai Chit, Vice Principal



students, and when correcting essays, they do not solely focus on the language aspect but also delve deep into the content with the students. Some students may not be able to articulate the subjects they have chosen with their abilities and interests in their essays. Teachers will first understand the ideas behind their choices and then teach them how to use language to express these ideas. During this process, students get to reflect deeply on their own aspirations and experiences, which turns out to be an alternative form of career guidance and planning. After the discussion, teachers will help students write an essay that can 'tell their own story', elucidating their personal growth, self-reflection, and ambitions."

² Other Experiences and Achievements in Competitions / Activities (OEA): OEA is one of the factors which the 9 JUPAS participating-institutions and the SSSDP institutions (the Institutions) will consider.

Whole-school approach in response to self-evaluation

All-out initiatives for CLD education

The results of HKBM self-evaluation indicated that there was room for improvement in terms of "BM8: meaningful encounters with the world of work" and "BM10: parent engagement". Based on the indicators and suggestions from a HKBM "Critical Friend", the school has taken steps to connect with the workplace through alumni networks, creating opportunities for students to have meaningful encounters with the workplace. For instance, an alumnus who has established an eco-park in Tuen Mun's Lung Kwu Tan, which recycles waste oil and produces biodiesel, collaborates with the school's Chemistry Department. Students visited the production site to learn about the biodiesel production process and the challenges of developing eco-friendly industries.



▲ Students participate in inter-school career expos and interact with professionals.

In addition, cross-departmental collaboration within schools helps connect with the business sector. The market frequently launches various work experience programmes, and the Career and Life Planning Committee, upon gathering relevant information, shares it with different subject teams, encouraging student participation. For example, the Career and Life Planning Committee has worked with the Chemistry Department to arrange visits to a goldsmithing workshop for students who have chosen chemistry as an elective subject.

When it comes to parent engagement, the school disseminates information to parents about further studies and subject selection through such activities as "parents' evenings", aiming to provide them with a clearer picture on these matters. Furthermore, the school has also leveraged on its connection with the HKBM's School Hub to collaborate with other schools within, and organise joint-school parent events. Each school invites parents to share their work experiences, thereby broadening the perspectives of other parents and offering them a variety of information on multiple pathways.

According to the data from the first cohort of the Network Schools Self-Evaluation, there has been a significant improvement in the overall performance of the 50 Cohort 1 schools in 'Benchmark 1: A Stable and Visible Career and Life Development Policy' and 'Benchmark 2: Professional Competencies and Leadership'. The cumulative performance improvement in these two benchmarks ranges from 23.7% to 24.6%, demonstrating the effectiveness of HKBM in advancing CLD education in schools.

Overall HKBM Self-evaluation results in 2021 and 2022 among 50 Cohort One schools – Core (BM1: A Stable and Visible Career and Life Development Policy and BM2: Professional Competencies and Leadership)

	No. of schools					
	2021			2022		
	Emerging	Partially achieved	Fully achieved	Emerging	Partially achieved	Fully achieved
BM1	1	49	0	0	44	6
BM2	1	49	0	1	37	12

▲ *Note: All CLD school-based self-improvement achievements under HKBM highly depend on individual schools' own needs, priorities, and contexts as well as external situations (e.g. impacts from COVID-19)



HKBM Data Reveals

According to the research data that underpins HKBM, school policy (Benchmark 1), and the "synergy" between the leadership and its management teams have a significant positive correlation with students' career readiness and social-affective development.

United Christian College (Kowloon East) Encouraging Students as Co-creators Exploration Centred on Learners



United Christian College (Kowloon East) joined CLAP@JC in 2020 and became a Resource School in 2022. By applying the "Hong Kong Benchmarks for Career and Life Development" (HKBM) in the self-evaluation process and subsequent enhancements, the school has managed to create a student focused Career and Life Development (CLD) education. Enhancements have been made in "BM3: "Learning from Multiple Pathways Information", BM4 "Addressing the Needs of Each Student", BM5: "Student Engagement and Co-creation", and "BM6: Personal Guidance for Developing Career Roadmaps".

These have included placing greater emphasis on listening to students' voices and optimising the school's career development guidance to meet the needs of each student. Career guidance for junior secondary students has been introduced to enable them to learn from diverse pathway information.



▲ From left: Deputy Life Planning Coordinator Mrs. Grace Cheung, Vice Principal Mrs. Irene Kwok, Dr. Cheng Kin Tak Samuel, the Principal, Life Planning Teacher Ms. Vivien Choy.

HKBM instilled step by step Leadership through core team

Before joining CLAP@JC, the school had already accumulated a substantial amount of experience in career and life planning. Dr. Cheng Kin Tak Samuel, the Principal, however, outlines three reasons for joining the project: 1) To surpass current limits and seek advancement through objective assessments, which is the key purpose of adopting HKBM, 2) To learn from and sharpen each other's practices with network schools, 3) To connect with business sectors, enriching student opportunities.

"HKBM has enabled our core Life Planning Team to identify the school's strengths and areas for improvement, recognising that students' voices are not fully heard. We're always exploring ways to boost student involvement and gather their feedback."

— Dr. Cheng Kin Tak Samuel,
the Principal



▲ Dr. Cheng points out that after the introduction of HKBM, the school has invested more in CLD education. This includes expanding the Life Planning Team, and creating more space and flexibility.

Dr. Cheng advises that to integrate HKBM's elements, leadership by a core group is crucial. Starting with simple changes can help colleagues transition smoothly to the new approach, thereby minimising stress. As results become more conspicuous, a culture valuing CLD will naturally form, enabling a smooth transition step by step.

Mrs. Irene Kwok, Vice Principal, plays a pivotal role in advancing CLD at her school by weaving it into different subjects with the cooperation of teachers. Upon receiving information of relevant activities by the tertiary institutions, she liaises with subject heads, inviting them to join. Under her leadership, the Life Planning Team manages the coordination, administration, and logistics, while teachers focus on promotion and student engagement.

Vice Principal Kwok stated that this win-win collaborative approach has lightened the workload of other subject teachers, enriching students' experiences while broadening the teachers' perspectives.

"After a thorough comprehension of HKBM, you will discover that there are common connections across the benchmarks. For example, active parent engagement can also create opportunities for students to connect with the world of work. 'Connecting the dots' usually means leveraging the school's existing positive culture, not necessarily policy changes."

— Mrs. Irene Kwok, Vice Principal



▲ Vice Principal Kwok, apart from actively promoting CLD education within the school, also maintains close connections with other network schools to share good practices.



▲ As a CLAP@JC hub convenor, Vice Principal Kwok offers students and parents with increased CLD opportunities, through networking. The picture shows alumni career sharing at a parent seminar.

Systematic organisation of information

HKBM focuses on individual student needs, prompting schools to offer enhanced CLD guidance, including 'one-on-one' or 'one-on-two' counselling for senior students. With increased counselling staff and new teachers, the school created a resource kit for teachers, consolidating interview tools and research methods for further studies, all-in-one for teachers' easy reference.

Ms. Vivien Choy, a Life Planning Teacher, highlights that the resource kit include three key elements. Firstly, they organise and simplify information relevant to each grade level, such as university admissions data and study abroad details. Secondly, they outline counselling priorities and goals for each level, addressing the needs of non-local students. Lastly, they provide flexible interview activities not tied to any grade, for teachers to adapt based on student needs.

Ms. Choy noted that the resource kit was initially planned to be within four pages for easy reference. Due to extensive information and the presence of both local and non-local curricula in schools, the content is being regularly updated and enriched.



▲ Ms. Choy believes that students' extracurricular experiences can serve as reference information during counselling.

Trust of the student as a foundation Selection for smooth communication



▲ In counselling sessions, Mr. Yu reminds students that even for the same subject, programmes at different institutions have their own unique features, and students should make choices based on their personal interests and abilities.

Mr. Yu Chun Yu, a Senior Form Teacher, sees the regular update of CLD information as crucial. He also notes that students often choose teachers for consultation based on personal trust. Even as a Chinese teacher, he advises students aspiring for science fields, making access to comprehensive information vital.

"Allowing students to choose their preferred teacher for CLD guidance can lead to better outcomes. I typically advise students to set realistic academic goals to inform their further education plans, rather than aiming too high and becoming stressed," observed Mr. Yu.

Development of "Career Guidance Handbook" Enhancing systematic career counselling

For Form 5 and Form 6 students, career teachers facilitate students' CLD by helping them identify their strengths and map out their career pathways. Students first understand their traits through initial consultations with CLD teachers and then select a preferred teacher for more tailored advice. The school aligns counselling sessions with student preferences, ensuring a student-centred approach that respects their individual choices and needs.

Mrs. Grace Cheung, the Deputy Life Planning Coordinator, noted that the school's "Career Guidance Handbook" is tailored to individual student needs for counselling. It contains elements like VASK, ENOW¹ experiential activities, and subject choices, aiding students in systematically evaluating their experiences and traits to shape their future goals. The handbook is a key tool for discussions in counselling sessions, enabling personalised planning for students' goals and education pathways.



▲ Mrs. Cheung remarks that the school has developed a separate "Career Guidance Handbook" for Form 3, Form 5, and Form 6 students, respectively.

¹ Expanded Notion of Work (ENOW):

Aimed at broadening the definition of work and emphasising the equal importance of paid and unpaid work. Unpaid work not only helps young people to develop their capacity for career and life development, but is also an important cornerstone in supporting the construction of their career identity.

According to Mrs. Cheung, students are increasingly taking initiative in their CLD, seeking advice from teachers beyond scheduled sessions, showing engagement and interest during career guidance.

"The Career Guidance Handbook helps students understand their personality traits and experiences. Along with reflection after internship and activities that simulated actual work, students effectively explore their career pathways."

—Mrs. Grace Cheung, Deputy Life Planning Coordinator

After adopting HKBM, schools realised the need to enhance CLD education for Form 3 students and aimed to improve subject selection counselling by creating a "Career Guidance Handbook". Teachers and grade heads conduct group counselling. "Junior students lack awareness of subject selection and its impact on future education and career pathways, which they need to learn early."

Group counselling is primarily carried out during Class Teacher periods, with the entire class being split into three groups. These groups are led by the Class Teacher, the Deputy Class Teacher, and the Year Head Teacher respectively. They discuss the questions presented in the handbook and engage in communication and sharing with the students.

"Taking part in CLAP@JC activities like becoming a CLD Ambassador, students enrich their own counselling through personal experiences, explore their individual future pathways, co-create CLD activities within schools, and inspire peers to explore future directions."

—Ms. Vivien Choy, Life Planning Teacher

Student-focused experiential activity Engaging students immersively

The school, inspired by HKBM approach, focuses on including student input in CLD education. As such, it tailors workplace experiences, like career fairs, to student interests and emphasises their voice in Form 3 subject selection, for example.

The school used to hold annually "Talk by Professionals", featuring over ten professionals from traditional fields like medicine, law, accounting and physiotherapy, sharing insights with students from Form 3 to 5. Students got to choose and take part in the groups that they were interested in.



▲ On "Career Day", students got to go beyond the campus, and explore a Physiotherapy Clinic, run by parents.

Starting two years ago, the school shifted to a more responsive "Career Day", which was held post-exams for a full day, based on early-semester surveys of students' interests. This included guests from niche careers and non-traditional professions like YouTubers and Slashers.

This change has led to increased student engagement, with fewer students unable to find interesting professionals and many more actively participating, including asking questions and seeking contact information from the guests.

Encouraging the process of researching Brushing up on research skills

"Three years since the introduction of HKBM, students have become more proactive towards CLD, with even younger students actively approaching me for subject selection advice."

— Mrs. Irene Kwok, Vice Principal

To boost student involvement in Form 3 subject selection, the school evolved its approach. Previously, subject heads would give out information and answer queries on selection day. The school later had students research their interested subjects over the summer and present in groups when school resumed. However, this revealed students' challenges in assessing information accuracy, necessitating extra guidance from subject heads. During the initial trial, it was found that students were still mastering the accuracy of data, while the subject head teacher provided follow-up support and explanations on the side.

Adapting from this, the school balanced the process by having subject heads provide initial information and let students engage in qualitative research like interviewing seniors and identifying traits for subjects. This enhanced students' research skills, aiding their future exploration.

Student Testimonials

"Career guidance made me understand my own ideas better!"

Leung Lok Ching and Ma Man Yui, both Form 6 students now taking a non-local curriculum, had considered the local DSE track. However, subject selection guidance in junior secondary years helped them clarify their learning orientations and abilities. They eventually chose subjects that played to their strengths after teachers explained the curriculum differences.

In senior secondary, discussions with teachers about university majors were enlightening. "The teacher's probing questions made me reflect, like 'Why this career and not a similar one?' These could also be questions in university interviews," Ma Man Yui shared. The counselling helped her prepare for interviews and make informed decisions.

Despite fewer work experiences during the pandemic, Ma seized a job shadowing opportunity at HKU's Audiology Department, to explore about healthcare-related professions. This helped her understand her suitable career paths. She discovered from audiology master's students with Communications undergraduate degree that there are indeed multiple pathways to her goals.



▲ Ma realises through her job shadowing experience that reaching her goals is not limited to one single roadmap.



▲ Leung hold an active and exploratory attitude towards personal CLD.

Personalised follow-up on needs for further education

Leung Lok Ching reconsidered her goal to study pharmacy after CLD counselling and reflecting on her personality. Realising she preferred human interaction and that pharmacists in Hong Kong have limited patient contact, she shifted her focus. Inspired by a doctor's talk at Career Day, she eventually decided to pursue a medical degree instead.

Speaking about her experience with the career guidance, Leung appreciated the close follow-up from her teachers: "After I completed my first university interview, Vice Principal Kwok immediately called to ask about the situation and advised me on what to improve and pay attention to, helping me prepare for the next interview."

Activities tailored to students' interests Encouraging experiential learning



▲ Mrs. Wong points out that alumni are one of the important resources that can share information about the world of work with students.

The school joined CLAP@JC with an aim to offer students career-related experiences by leveraging the network to connect with external opportunities. Chemistry Panel Mrs. Mandy Wong mentions the Life Planning Team's support, which includes updating information on chemistry-related courses and organising industry-related activities like lab visits, to expand students' knowledge and perspectives.

"Students often have only limited exposure to different industries and may not know the various career options related to their subjects. They might think that a degree in chemistry only leads to teaching or lab work, but in reality,

many specialties, including those in therapy, require chemical knowledge. Understanding the roles of different therapists, such as Occupational Therapists (OT) and Physical Therapists (PT), is beneficial, and it's important to arrange activities that allow students to explore these professions thoroughly."



▲ Guests to share information about further education and employment with students in the classroom.



▲ During the school open day, the school uses CLAP@JC resources and tools to introduce CLD concepts.

Based on the first round of self-evaluation data from the Cohort 1 network schools, there has been significant improvement across the board in the areas from "Benchmark 3" to "Benchmark 6", indicating that HKBM has effectively assisted schools in advancing student-focused CLD education, enhancing student engagement and creativity, and in formulating their career development roadmaps.

Overall HKBM Self-evaluation results in 2021 and 2022 among 50 Cohort One schools – Student focused (BM3: Learning from Multiple Pathways Information; BM4: Addressing the Needs of Each Student; BM5: Student Engagement and Co-creation; BM6: Personal Guidance for Developing Career Roadmaps)

	No. of schools					
	2021			2022		
	Emerging	Partially achieved	Fully achieved	Emerging	Partially achieved	Fully achieved
BM3	21	29	0	2	37	11
BM4	10	40	0	2	45	3
BM5	26	23	1	11	34	5
BM6	14	36	0	6	41	3

▲ *Note: All CLD school-based self-improvement achievements under HKBM highly depend on individual schools' own needs, priorities, and contexts as well as external situations (e.g. impacts from COVID-19)



HKBM Data Reveals

HKBM research data indicates that quality personal guidance (BM6), including one-on-one counselling, meticulous record-keeping, the VASK developmental framework, the Expanded Notion of Work (ENOW), reviewing individual career paths, and overviews, is extremely important for student development. Schools have specifically improved effectiveness in these areas, which are positively and significantly correlated with student motivation, life goals, attitudes towards school, and career readiness.

HKSKH Bishop Hall Secondary School Enabling Environment for Career and Life Development Equipping and Launching Students to the Future

HKSKH Bishop Hall Secondary School embraced the "Hong Kong Benchmarks for Career and Life Development" (HKBM) in 2020, for a holistic enhancement on its career and life development (CLD) education. Significant progress has been made in particular with "BM7: Linking Curriculum Learning to Career and Life Development," "BM8: Meaningful Encounters with the Workplace," "BM9: Meaningful Encounters with Further and Higher Education," and "BM10: Parent Engagement and Support." By weaving elements such as workplace exploration and further and higher education awareness into the curriculum, the school has successfully linked various benchmarks, creating an advantageous CLD environment for students.



▲ From left: Vice Principal Mr. Kwok Ho Cheong, Principal Mr. Kam Wai Ming Stanley, and Career Master Mr. Yeung Ting Wai Victor.

Freeing up space for teacher professional development Fostering awareness of CLD

Mr. Stanley Kam, the Principal, articulates that the school's participation in the Project is a reflection of its longstanding dedication to CLD education. The school has consistently endeavoured to cultivate talent, steering students towards their aspirations in harmony with their innate abilities and interests, and fostering a sense of achievement. By employing HKBM as a tool for self-evaluation, the school has gained a comprehensive understanding of its trajectory, leveraging its strengths and pinpointing opportunities for enhancement. This strategic approach empowers the school to more effectively facilitate students' CLD journeys.

Post the initial self-evaluation, the school devised an action plan to follow-through CLD per HKBM standards. Since, it has taken a whole-school approach and adjusted its human resources allocation. "CLD used to be the purview of the Career Guidance Team. The need for more cross-disciplinary collaboration and staff has become clear," Principal Kam remarked.



"Every benchmark of HKBM is equipped with clear indicators and a definitive focus, aiding the school in the formulation of annual and triennial plans. With the integration of various resources to execute these plans, and upon re-evaluation in a short span of time, visible outcomes can be observed."

— Mr. Kam Wai Ming, the Principal



▲ Principal Kam points out that after the introduction of HKBM, teachers have a sharper sense of CLD, elements of which are often seen incorporated into the design of the curriculum and lessons across various subjects.

"To create a conducive environment for students' CLD, the school needs to connect with various stakeholders. Principal and teachers should proactively step out of the campus to get to know different companies, expand their networks, and engage with universities and the business community to bring in resources."

— Mr. Kam Wai Ming, the Principal

First, the school made room for certain staff to enhance their CLD education knowledge through further study. Teachers have been sent to join CLAP@JC "Take a CLAP Year" to gain experience in workplace learning, which they then share with colleagues. The role of the Career Guidance Team has evolved from merely helping Form 3 and Form 6 students with subject selection and post-school pathways to also aiding students in self-discovery and learning skills development.

"Since adopting HKBM, we've recognised that 'merely adhering to rules isn't enough'. Thus, faculty mindsets have since evolved through professional development. Interdisciplinary collaboration has deepened teachers' understanding of how their subjects connect to career skills. They now highlight

industry relevance in their classroom subjects and are more responsive to students' individual needs, advising on career pathways. This practice is in line with our commitment to fostering a supportive educational environment."

Interdisciplinary learning with infused CLD elements

Equipping students with generic skills

Mr. Kwok Ho Cheong, Vice Principal, who oversees student affairs and school development and teaches Chinese, emphasised that in a rapidly evolving society, education should extend beyond knowledge and skills, to building generic competencies and values. This prepares students for the future and benefits their CLD. The school is thus committed to enhancing interdisciplinary learning by weaving together common elements from different subjects with CLD education.

"The extent to which CLD elements are integrated into a subject mainly depends on the characteristics and needs of the subject itself, as well as the resources introduced. For example, if subject teachers have a better grasp of the concepts of CLD, they can naturally take a step forward more quickly."

— Mr. Kwok Ho Cheong, Vice Principal



▲ Vice Principal Kwok suggests that when students learn about Chinese culture, career learning elements can also be infused, such as understanding the attitudes, values, and skills required in traditional jobs and industries.

Taking Chinese language as an example, the school has partnered with Visual Arts subject to hold Chinese cultural activities. There were such activity topics as traditional Paper Crafting, and Embroidery, beside their studies on Chinese Language, History and Culture. These activities involve discussions on traditional industries, reflecting on the heritage value of traditional occupations, and exploring personal VASK (Values, Attitudes, Skills, Knowledge) for CLD insights.

The school sustains this approach across grades, offering experiences like "Cheongsam" design in Form 3, which involves field trips and professional engagement. Form 4 students expanded their learning beyond the classroom by exploring Chinese opera and scripts. They also conducted field visits to the Cheung Chau Bun Festival and engaged with bamboo shed craftsmen and Cantonese opera professionals. These initiatives have enhanced cultural knowledge and connected students with traditional careers.

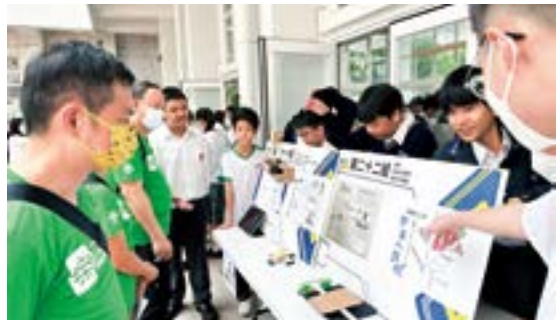
Academic subjects proactively seek to provide practical experiences, such as workplace visits and job shadowing, to deepen students' understanding of the world of work. Vice Principal Kwok emphasised that increasing such opportunities equips students for the future, bridging the gap between classroom knowledge and the realities of the workplace. The knowledge that they learn, will eventually have to be applied in the real world.

"After introducing HKBM, the school has adjusted its strategies for CLD education, which included intensified communication among the entire staff. It has also become more sensitive to changes in the external environment and societal needs, and increasingly attentive to students' CLD needs."

— Mr. Kwok Ho Cheong, Vice Principal

Engaging students in practical experiences Enriched learning linked to workplace

The school-based Innovation Values Curriculum invokes various CLD elements that are also connected with academic subjects. For example, the Form 2 'Innovating for a Better World' course focuses on elderly-friendly technology design. Students visited universities and elder centres to learn about the topic before applying STEAM knowledge to create their projects. They presented their work at school events, with guests like 'Technology for Elderly Ambassadors' from Lingnan University, allowing students to use their academic and soft skills and make meaningful encounters with the world of work.



▲ The school connects with Lingnan University and invites 'Technology for Elderly Ambassadors' to attend the students' design presentation, providing interaction with industry professionals.

Moreover, the school has launched a school-based 'Future Leader Programme' at the Form 4 level to give students the opportunity to connect their skills with the working world. The programme teaches various learning techniques, then arranges for students to interact with alumni to learn about their educational and work experiences, establish mentor-mentee relationships, and even visit their workplaces. The course curriculum effectively utilises the support of different stakeholders to enrich students' workplace experiences, ensuring that the curriculum is linked to real-world social conditions and appropriately connected to CLD.

The school ensures all students engage in workplace learning by collaborating with various internal subject groups and external organisations, offering at least one such experiential activity for each student. Select students join mentorship programs to set career goals and visit workplaces, widening their horizons. Proactively, the school partners with the Vocational Training Council to arrange internships for Form 6 students, immersing them in real-world job roles.

Planning ahead connections with tertiary institutions Paving multiple pathways

The school closely aligns its curriculum with tertiary institutions, notably partnering with The Chinese University of Hong Kong on its IT curriculum. Mr. Yeung Ting Wai, the Career Master, stated that the school hosts activities with higher education institutions to expand students' perspectives and inform them about various academic routes and opportunities. These initiatives aim to aid students in crafting personalised study plans, guaranteeing that senior students engage with higher education institutions at least twice annually.

The school organises visits to university information days led by elective subject teachers, allowing students to get to know more about further education information. Meanwhile, teachers can also grasp the development of the future world, broaden their thinking, and enrich the CLD elements in their daily teaching.



▲ Interactive vocational learning experiences help students gain a deeper understanding of the actual work environment and the attitudes, values, and skills required. In the picture, students are learning scaffolding in construction work from a 'Sifu', master scaffolder.



▲ The campus places emphasis on situational learning and is increasingly equipped with abundant facilities, which are conducive to the implementation of CLD experiences. For instance, there have been collaborations with tertiary institutions for scientific sharing sessions on hydroponic cultivation.

"Through meaningful encounters with higher education institutions, students can broaden their horizons, realising that pursuing their goals is not limited to a single path, but that there are multiple options, which increases their confidence and grasp on future development."

Mr. Yeung Ting Wai, Career Master



▲ Mr. Yeung mentions that the school utilising CLAP@JC's CV360¹ guides all senior Form students to organise their activity experiences, which helps with their future career directions.

Mr. Yeung opined that clarity in students' future aspirations and exposure to diverse educational pathways are crucial for achieving their dreams. He cited that for students keen on IT, understanding different programmes and the qualifications framework is beneficial. They can ascend progressively even if not necessarily enrolling in an undergraduate course, as having broader options and information empowers them to persist and eventually fulfil their ambitions.

The school actively promotes "Multiple Pathways", providing more information on opportunities in the Greater Bay Area due to increased quotas for studying in Mainland China. One student, after passing an industry-recognised AI professional exam arranged by the school and winning in academic contests, secured a place to study AI Technology in Mainland China institutions, showcasing the school's role in broadening students' horizons.

To offer students diverse educational choices, the school connects with numerous higher education institutions and invites them to participate in the school's "Further Studies Information and Experience Expo." This, in line with "BM9: Meaningful Encounters with Further and Higher Education Institutions," allows students to engage in hands-on activities related to tertiary courses, enhancing their understanding of different institutions' offerings.



▲ More meaningful encounters with higher education and continuing education institutions, meaning more interaction and communication between students and tertiary education staff.

¹CV360[®]:

Provide an all-round profile to show your own values, attitudes, skills and knowledge articulated from your work and life experience.

Outgoing for Health Management and Social Care Exploring the career roots from ground up



▲ Mr Cheuk Man Tat points out that workplace visit activities enliven the curriculum, making certain abstract content, such as parts related to healthcare, become tangible and easier to understand.

Teachers from the Health Management and Social Care subject once took students to an elderly service centre to volunteer, gaining Expanded Notion of Work (ENOW¹) experience, while also observing the workplace. They even arranged for students to interview the centre director to understand the nature of their work and reasons for entering the field. "The curriculum of Health Management and Social Care involves knowledge such as the structure of Hong Kong's healthcare system, which may seem deceptively dull, but in fact, the subject itself is highly professional. By incorporating professional exchanges and reflections into the exploratory activities, we can integrate elements of CLD and extend classroom knowledge."

Visiting for interaction to boost learning motivation



▲ During visits to universities, students also benefited from the dialogue and interaction with college students.

Liu Lok Man, student participant

"I once visited the campus of The Hong Kong Polytechnic University and was deeply impressed by the stories behind its architecture, which made me feel more intimate to the university. During the event, I learned that the university offers a wide range of programmes, including business ones that I am interested in studying. Hearing students personally share their campus experiences further fueled my desire to enrol. Seeing many foreigners on campus also inspired me to hone my English and to strive for personal growth."

Engaging parent through cross-institutional collaboration Breaking through career stereotypes

To promote "BM10: Parental Engagement and Support," schools leverage the Education Bureau's grant and CLAP@JC's network to enhance parental education jointly with another school. Mr. Yeung, the Career Master, noted that parents often lack knowledge of vocational education and tertiary institutions, necessitating experiences to widen their perspectives. Activities for parents include visits to universities and interactions with their faculty, to deepen their understanding of industry trends and course offerings, thus enabling them to better support their children's career pathways.

¹ Expanded Notion of Work (ENOW):

Aimed at broadening the definition of work and emphasising the equal importance of paid and unpaid work. Unpaid work not only helps young people to develop their capacity for career and life development, but is also an important cornerstone in supporting the construction of their career identity.

"The general public might think that career choices are solely up to the youth, but the role of parents is crucial. Once parents understand the future direction of various professions, they can encourage their children to develop in different industries."

— Mr. Yeung Ting Wai, Career Master

Apart from institutions, the school has actively involved parents in industry exploration to elicit career development insights. They organise industry visits, such as to Tung Chung's reclamation site, to demystify the construction sector. Parents meet with Development Bureau staff, learn about the sector's state, and hear career progression stories, challenging the misconception of construction as a 'dead-end' job. A visit to the Hong Kong Institute of Construction further educates them on the sector's prospects and opportunities.

In addition, visits to places like Kai Tak Sports Park and Hong Kong School of Design expand knowledge on sports and design industries, reshaping views on the interplay between sports, business, and creativity.

Post-visit workshops encourage parent-child discussions, enhancing communication on career choices. These ongoing educational efforts foster parental support, positively impacting their children's future education and career pathways.

Parents gaining insights into the industries through CLD related activities



▲ Through visits, parents gain an understanding of the job positions in land development projects, increasing their awareness of the various careers.

"I've attended school-organised visits to a culinary institute, a design institute, and airport restricted areas, gaining insights into these industries, related studies, course content, facilities, and career profiles, and understanding the diverse career options for youth. These career development activities allow me to gather more information and discuss future pathways with my child." Mrs. Lai, a Form 6 student's parent, shared the benefits of experiential activities.

According to the self-evaluation data from the first cohort of network schools, a conducive environment enables students to have meaningful encounters with the workplace and higher or further education institutions, obtain timely information, and make suitable choices of developmental opportunities.

Overall HKBM Self-evaluation results in 2021 and 2022 among 50 Cohort One schools – Enabling environment (BM7: Linking Curriculum Learning to Career and Life Development; BM8: Meaningful Encounters with the Workplace; BM9: Meaningful Encounters with Further and Higher Education; BM10: Parent Engagement and Support)



HKBM Data Reveals

Based on HKBM research data on more than 6,000 students, it is crucial to create an enabling environment (BM7-10) for students to establish a positive outlook on the way forward and on future career pathways. Among others, there is a significantly positive correlation between the linkage to school curriculum and parent engagement; and on the one hand, and students' career readiness and social-emotional development on the other hand.

	No. of schools					
	2021			2022		
	Emerging	Partially achieved	Fully achieved	Emerging	Partially achieved	Fully achieved
BM7	25	25	0	5	33	12
BM8	27	23	0	7	42	1
BM9	10	40	0	4	40	6
BM10	23	27	0	6	41	3

▲ *Note: All CLD school-based self-improvement achievements under HKBM highly depend on individual schools' own needs, priorities, and contexts as well as external situations (e.g. impacts from COVID-19)

Buddhist Tai Kwong Chi Hong College HKBM Underpinned by Cross-Disciplinary “Critical Friend Support” Enriching the Curriculum System Empowering Students to Become Creator of Learning Experiences



Buddhist Tai Kwong Chi Hong College has been participating in CLAP@JC project since 2020. The School has employed the Hong Kong Benchmarks for Careers and Life Development (HKBM) to examine its career and life development (CLD) initiatives and has received “Critical Friend Support”¹ advanced by the HKBM cross-disciplinary team. Based on the school’s self-evaluation results, professional and practical recommendations have thus been given to establish a self-improvement action plan for the school, particularly in the areas of “BM5: Student Engagement and Co-creation” and “BM7: Linking Curriculum Learning to Career and Life Development” The School has since expanded its Career Life Planning Team, encompassing all teachers to become significant stakeholders in students’ CLD.

Optimising human resource allocation Unleashing diverse values

“CLD” was by no means a new concept for the teaching and administrative staff at the school, given that it had always been a focal point in the school’s triennial plan. There, however, might not have been a well-established system in place for its execution. With the launch of the second phase of CLAP@JC, the school took the opportunity to participate in the project. Alluding to the reasons for the move, Ms. Leung Wing Woon, the Principal said, “the school hoped to further extend students’ potential through CLD, help them understand themselves, and make use of their strengths. We also wanted to provide students with a platform to connect with the outside world.” With the support of HKBM “Critical Friends”, the school has achieved over the past three years the goal of improving CLD education and further its systematic support for student’s personal growth.

The inception of HKBM emerged as an opportunity to restructure our human resources allocation by spinning off the CLD Team from the Guidance and Discipline Team, and increasing its number of staff from three to seven.”

—Ms. Leung Wing Woon, the Principal



▲ Principal Leung, indicates that her role in promoting CLD within the school is mainly to integrate resources from various sources and to set the priorities for the initiatives.

The Career Life Planning Team and the Counseling and Guidance Team are both under the leadership of Vice Principal, Mr. Kong Fai Man, who through his lead in resources reallocation, has made the teams within the school as a whole aware of the importance of CLD. Vice Principal Kong shared that, “mobilizing resources, as well as reallocating time, requires the understanding of colleagues. To this end, our strategy is to have every colleague try leading a team and participate in experiential activities with students, so that through personal experience, they can understand the importance of CLD for students.”

Three years ago, the school, with the assistance of one of the “Critical Friends” —the “Assessment & Action Plan Advisor” (AAPA) under HKBM — leveraged on HKBM to evaluate the school’s overall implementation of its CLD education. The AAPA opined from an objective perspective, and guided the school to dive deep in reflecting on its own strengths and weaknesses in the pre-existing CLD education.

¹ Definition of critical friend:

In realm of school self-evaluation & improvement (Macbeath & Swaffield 2005; Chapman & Sammons 2013, p27)

"HKBM has formed a consensus throughout the school that CLD is an essential part of a student's personal growth, and in order to enhance it, the management needs to pave the way by providing frontline teachers with resources, and manpower as well as class hours."

—Mr. Kong Fai Man, Vice Principal



▲ From left: Vice Principal Mr. Kong Fai Man, Principal Ms. Leung Wing Woon, Career Mistress Ms. Yau Wing Sze.

Working hand-in-hand with professional consultants Proposing cross-benchmarks practical ideas

Upon the completion of the first self-evaluation, AAPA held a meeting with the school management and its Career and Life Planning Team to explain in detail the level of achievement and reasons for each benchmark, and to propose improvement suggestions. For example, some good practices that have been implemented in other schools can be adjusted according to the school situation and before the actual action plan is developed.

AAPA also collaborates with the school to come up with CLD activities and propose cost-effective methods for execution. "AAPA and its team's involvement is like providing a 'book of wisdom' for schools, with multiple different ideas," said Ms. Yau Wing Sze, the Career Mistress. Initially, when first approaching HKBM, she could feel at a loss, but with AAPA's support, she realized that a CLD activity can incorporate different elements at the same time. As long as there is comprehensive and careful consideration in the planning process, achieving comprehensive goals is not difficult and does not add extra workload to teachers.

One of the key applications of cross-benchmark is the training of "CLD Ambassadors" to arrange a series of experiential activities and to construct a platform for them sharing with their classmates. Students selected as CLD Ambassadors will first participate in the Joint-School CLD Club activities, where they will learn CLD concepts together with students from other schools and exchange ideas with guests from different industries to understand the VASK (Values, Attitudes, Skills and Knowledge) of various professions. After completing training, CLD Ambassadors themselves will organize activities within the school to introduce such CLD concepts as VASK to their classmates, as well as to provide subject selection support for other Form 3 students.

"AAPA could usually devise a 'killing-two-birds-with-one-stone' type approach, connecting several benchmarks through one single activity. It turns out that doing a good job in CLD is simpler than I might have imagined."

— Ms. Yau Wing Sze, Career Mistress



▲ "CLD Ambassadors" set up booths on campus for students to use VASK cards to get to know themselves.

Support from other "Critical Friends" Broadening the horizons of teachers and students Corresponding support from critical friends

"Critical Friends will conduct a comprehensive analysis based on HKBM for the school, enabling the school to understand how to promote CLD more effectively. They propose novel ideas that suit the school's situation and suggest appropriate actions for the school to take. Some will also personally participate in activities, provide feedback on student performance, and promote learning among teachers and students."

—Ms. Leung Wing Woon,
the Principal

The "Hub Facilitator" (HF) for the school, besides taking part in the training of our "CLD Ambassadors," also provides support for teacher training. Ms. Yau, the Career Mistress noted, "HF in collaboration with AAPA organizes different counselling skills workshops for Form 3 and Form 6 class teachers, which help them pick up on how to follow up on students' emotions and CLD issues after the release of examination results. Career counselling is no longer solely the responsibility of the Career Life Planning Team, but rather a collective effort of all teachers in the school. Students can contact different teachers at any time to seek advice. "Many teachers have proactively sought more guidance on further studies from the Career Planning Team in response to parents' inquiries, reflecting a heightened awareness of CLD throughout the school.

"The Enterprise Advisor" (EA) is a volunteer from the



▲ The "Enterprise Advisor" (EA) accepted interviews from his students, who used what they had learned from the EA to create short films and later share them with other schoolmates.

business sector connected by CLAP@JC. The EA assigned to the school in its first year was the owner of a company dealing in African Drums, who also dabbles in various industries, including film production. In his spare time, he actively participates in voluntary work to give back to society. As a 'slasher,' he has provided a workshop for teachers, sharing his personal CLD experiences, enlightening them on the possibility that besides one's main job, one can always develop interests in other areas and engage in community service. Through this, they can



▲ The CLAP@JC Project has a cross-disciplinary team that provides "Critical Friend Support" for each school, with regard to its HKBM self-evaluation and the action plans that follow.

appreciate the diversity of career development and grasp the concept of 'expanded notion of work,' and be inspired to broaden their imagination in the realm of CLD.

In the "KOL Training Programme", EA, again in collaboration with the HF, taught students filming and editing skills, with an end game of them applying what they had learned and conducting an interview with the EA himself. "Students not only were able to put their fingers on the industry requirements, but also learnt good work attitudes from him, which would be helpful for their future interactions in the workplace," said Ms. Yau. Finally, the school showed the completed edited interview clips during its morning assembly, so as to let all of the students benefit from the EA's career experience and have meaningful encounter with the world of work.

Curriculum mapping under professional advice Offering diverse activities to inspire reflection

"The school, following AAPA's recommendation, collected information on the situation of different subject groups through questionnaires so as to understand the extent of the connection between the curriculum and career and life development (CLD)."

— Ms. Yau Wing Sze, Career Mistress

In addition to planning activities and designing school-based counselling training, AAPA also conducted Curriculum Mapping for schools to enable principals and Career Mistress to understand the activities, teaching content or educational programmes of various subjects and administrative groups in the school, which can be linked to CLD elements and aligned with "BM7: Linking Curriculum Learning to Career and Life Development", such as the application of VASK assessment tools.

In recent years, Ms. Lui Ho Man, who is a Biology teacher and is also the Extra Curriculum Team Head at the same time, has invited representatives from academic departments of various tertiary institutions, such as that of the Nursing and Nutrition Science, to share with students who elect Biology and give them more exposure on the subject-related professions. At times, arrangements are made for students to visit subject-related workplaces, such as food safety laboratories. "During the process, the speaker will raise some 'realistic' issues, such as the admission requirements of the subject. Students are aware of the decisive impact of academic performance on their future CLD, and their motivation to learn will naturally increase."

In terms of extra-curricular activities, Ms. Lui has also strived to arrange a variety of interest experiences for students. For instance, she cooperated with Ms. Yau and successfully arranged for students to participate in the kindergarten internship programme of the Tai Po District Office. "Students often find that they do not have the patience it takes when it comes to teaching children, and they think that internships are very helpful for self-understanding, which is in line with the purpose of CLD experience." Whether it is for interest or for career exploration, the school emphasizes post-activity reflection, and after each completion, the teachers will guide students to use the VASK form to reflect on and summarize their experience.



▲ Representatives from tertiary institutions come to the school to teach students to write a Student Learning Profile (SLP).

"HKBM has fortified my belief that students should try more in different fields, even if they may not be able to find a direction for development immediately, they need to experience more, explore their own interests, and continue to explore in the future."

— Ms. Lui Ho Man,
Biology Teacher & Extra Curriculum
Team Head



▲ Speaking of favorable outcomes brought about by the CLD activities, Ms. Lui observed that on the whole the students had become more motivated than before. "For example, the school has a talent show every year, and the number of applicants was quite small in the past, but in recent years, the number of student sign-ups has been on the rise."

With the rigorous support from 'Critical Friends', the school engaged in the whole-school approach participation model which successfully led to the school reaching "fully achieved" in more benchmark sub-items in the second self-evaluation the following year. The whole-school approach to CLD has since become part and parcel of the annual plan of each academic subject group, preparing students with industry information and personal development direction through both the curriculum and activities.

"CLD Ambassador"

Student-led career and life planning

Presenting the needs of their peers from an "audience" perspective



▲ Hung believes that being a CLD Ambassador has broadened her horizons, and opened her eyes to multiple pathways, meanwhile she rejoices in sharing with her classmates.

preliminary view of this profession and thinks it can actually be a career for her. "Just because I enjoy meeting and mixing with different people and value friendship."

As a "CLD Ambassador" within the school, Hung is responsible for organising and arranging CLD activities on campus, and she is often approached by students for advice on course selection. "Some students feel pressured to seek advice from their teachers, by contrast it will be more intimate to ask their classmates for advice." She believes that students' proactive participation in promoting CLD activities can compound the benefits to themselves.

"Students from other classes will also ask me information about subject selection, I will ask relevant questions to the teachers in relation, search for information on the Internet, and importantly share with my classmates how to do so. Students share information and support among with each other among ourselves. It is satisfying to be able to help my classmates and learn more about different professions", Hung said.

Hung Po Lam, who is currently a Form 6 student, said that becoming a "CLD Ambassador" has helped her personally make progress by leaps and bounds in just three years. "Joint-School CLD Club has given me the opportunity to encounter people from all walks of life. At first, I thought I would be interested in the profession of accountant, but later I found out that the job nature was not suitable for me, who was rather weak in Mathematics, and I would have to obtain bunches of licenses."

Learning from a barista later at the "Career Expo" event, Hung realized that the threshold of becoming one is not that high, meanwhile she obtained a preview of its income prospects and working environment, which changed her

Sharing through School Hub Forging synergy in "Joint School KOL Training Programme"



▲ Students from four secondary schools participated in the "Joint School KOL Training Programme" to learn how to make a video documenting EAs' CLD story.

Like every other network school, Buddhist Tai Kwong Chi Hong College has joined the School Hub. The school brings its experiences and good practices into the hub for information exchange with multiple other schools. Take the "Joint school KOL Training Programme" for example, the school got to invite the EA from another school within the Hub for an interview.

Each school was able to send students to take 6 workshops on interviews and film-making skills. The HF took up the coordinating role throughout the planning and execution process and became one of the workshop mentors. Eventually, the network schools brought home

the accomplished interview clips for sharing among their own teachers and students, which linked it up with value added to their own resource pool for CLD.

Tang Kwan Yeung, a student who participated in the "Joint School KOL Training Programme", benefited a lot from the interview skills training. "My mentor will observe my performance and give me advice and remind me to smile more during the interview to make the interviewee feel reassured, which is an important communication skill. Through making contact with students from different schools, I have gradually learned how to speak appropriately in different situations."

She mentioned the EA, who she got to interview, was a product manager with an international company. She rarely has the opportunity to meet this class of professionals in daily life, and so she made the most of it, and dived deeper in understanding the world of work. "The manager shared how he started from a low level, how he would face customer complaints with an open mind, and how not to care too much about other people's opinions. From him, I felt that I have picked up on some essential VASK, which has been an invaluable experience."



▲ With the experience of the "Joint School KOL Training Programme", Tang has gained a better understanding of herself and the world of work, and she feels that the future is full of possibilities.

Compared with others, schools with adequate support from Critical Friends and School Hub are better positioned to advance CLD education. They steadily formulate and assess clear CLD policies, enhance teacher training in skills and leadership, and create effective mechanisms. By fostering student engagement and embedding CLD into the curriculum, these schools fortify the link between academic subjects and career pathways.



HKBM Data Reveals

Results of self-evaluation showed that the support of "Critical Friends" could further facilitate the promotion of Benchmark 1: "A Stable and Visible Career and Life Development Policy", Benchmark 2: "Professional Competencies and Leadership", Benchmark 5: "Student Engagement and Co-creation" and Benchmark 7 "Linking Curriculum Learning to Career and Life Development", especially in schools with adequate support.

Pentecostal Holiness Church Wing Kwong College Linking to Business and Community Resources Immersing in-depth in Working World

PHC Wing Kwong College, has introduced the "Hong Kong Benchmarks for Career and Life Development" (HKBM), aiming to take to the whole-school participation approach and aptly integrate community resources to further the "BM8: Meaningful Encounters with the Workplace," providing students with various levels of workplace learning opportunities. Subsequently, it became a resource school, actively sharing good practices with network schools within the community, sharing resources, and co-creating Career and Life Development (CLD) experiences.



▲ From left, Tourism and Hospitality Studies Subject Teacher Ms. Lui Hoi Shan, Counselling Teacher Mr. Siu Wing Ho, Principal Mr. Kwok Man Kwan, Career Guidance and Life Planning Master Mr. Chan Ka Wa, Teacher in Charge of Home-school Cooperation Ms. Chung Wing Yue.

Whole-school strategic adjustment model Increasing manpower to release class hours

"CLD encompasses a wide array of experiences, and it's essential to provide students with appropriate experiential learning opportunities that require multi-level support. Recognising the limitations of our school's network, we aimed to narrow these gaps by leveraging community connections and resources. Our goal was to engage with various industries to offer students a range of workplace exploration activities. Through the CLAP@JC initiative, we've been making steady progress. The HKBM has expanded the perspectives of our teaching staff, fostering a more holistic and thorough approach to CLD for our students," stated Principal Kwok.



"The HKBM serves as a comprehensive and systematic framework of self-evaluation, enabling schools to meticulously review their performance across various domains. This facilitates schools in setting priorities and advancing CLD education in manageable steps, ultimately offering holistic support for the future growth of students."

— Mr. Kwok Man Kwan, the Principal



▲ Principal Kwok points out that CLAP@JC provides comprehensive and in-depth training for staff at different levels.

Endorsed and championed by the Principal, the school has taken a whole-school participation approach, streamlining administrative support to amplify the Career Guidance and Life Planning Team's initiatives and activities. The school has not only expanded the team's staffing but also systematically involved class teachers from all forms and various subject teachers, facilitating cross-team collaboration.

To enhance efficiency, the school has incorporated CLD into the school's three-year plan, implementing a cross-team initiative to promote student's CLD. This involves integrating relevant elements into various academic departments, Guidance team, and Extra-Curricular activities team; and freeing up class time to create more opportunities for students to engage in workplace experiences.

Teachers engaging in hands-on exploration Professional development to broaden perspectives

To foster teachers' buy-in and understanding of CLD, the school had the Career Guidance and Life Planning Team to share HKBM's concepts and content during staff meetings. In addition, teachers of all forms were set to participate in training provided by the CLAP@JC Project. The school also facilitated an experiential activity on "VASK cards" for all teachers. "When teachers grasp the significance of CLD and have first-hand experience, they naturally become proactive in promoting them," observed Principal Kwok.

"Participating in 'Take a CLAP Day' gave me the opportunity to gain real workplace experience and share my concrete feedback with students."

— Mr. Chan Ka Wa,
Career Guidance and Life Planning Master

Mr. Chan Ka Wa, the Career Guidance and Life Planning Master, participated in the "Take a CLAP Day", a workplace experience activity organised by CLAP@JC, where he interned for a day at an information technology company to understand the current workplace environment and operations. "After graduation, I entered the field of education and have never had exposure to other industries. That first-hand experience in the business sector provided me with real insights and understanding. When I returned to school to lead students in experiential activities, I was able to offer them more meaningful feedback," he said.

Mr. Chan also mentioned that the CLAP@JC's training for teachers prepared him to communicate with the business sector, engage in ongoing dialogues, and expand the network. This has facilitated the arrangement of workplace experience activities for students.

"The world of work is ever changing, and the foremost significance of workplace experience is not to prepare students for a specific industry, but to let them understand the values, attitudes, and transferable skills required by different industries. Thus, they can reflect on themselves and choose the right path."

— Mr. Chan Ka Wa,
Career Guidance and Life Planning Master



▲ Mr. Chan leads the Career Guidance and Life Planning Team, acting as a pioneer, driving and supporting other teams within the school to promote CLD education.

Enterprise Advisor connecting networks Reaching-out learning in workplace

Upon initial self-evaluation completion, the school determined to improve on "BM8: Meaningful Encounters with the Workplace" of HKBM, by providing students with a comprehensive understanding of work and workplace learning at various levels. Previously, in terms of interaction with workplace professionals, the school used to arrange a guest speaker to deliver a talk to all students of the same form. In contrast, with the assistance of an "Enterprise Advisor" (EA) from CLAP@JC, the school now holds two career expos annually for Form 4 and Form 5 students. Each expo invites guests from different industries, allowing students to choose which guests to listen to based on their personal interests, and their individual needs be more closely aligned with. The school works closely with the EA to jointly advance CLD guidance to students.



Enterprise Advisor (EA)

EA is a new model of "network-based" dialogue and cooperation between schools and the business sector.

Each school is paired with one EA:

- to provide opinions for CLD action plans
- to shares views with teachers and students in CLD classes
- to enable the school to tap into business sector connections



▲ EA shares first-hand experience in the workplace with students at a career expo held in school.

HKBM 8

Three Levels of Workplace Learning Experience: First-hand Experiences of Workplace

HKBM advocates that school should provide students with three different levels of workplace learning experiences, including

Level 1

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

Level 2

Activities enabling students to understand and participate in different workplace roles (e.g. job tasting, job shadowing) helping students experience the work processes and talent conditions of different positions, understand the actual operation of various industries, and identify personal interests, values, attitude, skills, knowledge, and career development information.

Level 3

Activities that develop students' skills of specific career knowledge in specific workplace contexts or in authentic career environments of specific career, such as internships or job placements, it's essential to optimise student engagement with professionals. This can be achieved by facilitating mentorships where students can closely observe and participate in daily work tasks, gaining first-hand experience and understanding of the job's demands within an authentic work environment.

According to HKBM criteria, 90% of students need to receive opportunities to taste at least twice (one Level 1 and one Level 2 or 3 experiences) of workplace learning experiences in their senior forms.



▲ Ms. Lui believes that students should start broadening their understanding of the world of work during their secondary school years, which will assist them in setting their further education and career goals.

"The practical aspects, nature, and entry requirements of various job positions are information not found in textbooks. It is only through students stepping into the workplace for on-site visits and engaging in dialogue and consultations with employees that they can gain a deeper understanding."

— Ms. Lui Hoi Shan,
Tourism and Hospitality Studies Subject Teacher

Through interdisciplinary teamwork and community resources, the school fosters students' practical industry knowledge and workplace familiarity. Students learn outside the classroom for direct workplace visits and employee interactions, linking their elective subjects to real-world professions. For example, Ms. Lui has guided students through theme park tours to understand various job roles. The Career Guidance and Life Planning Team organises these activities, encouraging subject teachers to lead and engage students. Post-activity, they help students reflect and integrate their experiences, solidifying the connection between academics and professional life.

Ms. Lui noted that students with elective subjects in Tourism and Hospitality Studies often aspire to work in theme parks, and these experiences allow them to understand job requirements, such as English proficiency, which motivates them to learn. Students' uncertainty about their career paths gain clarity about the industry's working conditions, like variable hours, by interacting with employees and researching during events. This understanding piques their interest to delve deeper into the workplace and make informed career decisions.



▲ Students visit theme parks and listen attentively to the explanations of the food and beverage department staff about their work.

Extending work experience through volunteer service Embedding CLD elements

After diving deep in HKBM, the school realised that community service learning is also closely linked to CLD. It not only enriches students' "unpaid work" experience but also helps them understand the world of work and reflect on their inner values. Therefore, the school's Guidance Team maintained communication with the Career Guidance and Life Planning Team, and incorporated CLD elements into volunteer service activities, allowing students to recognise opportunities for understanding the actual operations of various industries.

"Schools and community organisations co-organise workplace experience activities, which can expand students' personal networks. With the help of social workers' professional knowledge, students train up on soft skills such as communication skills and systematically organise their experiences learned from the activities."

— Mr. Siu Wing Ho, Counselling Teacher



▲ Mr. Siu points out that there are similarities between volunteer service and CLD activities, where elements of learning interlock.



▲ Through the internship in a kindergarten, the students gain more thorough understanding on themselves in terms of VASK.

Taking the "Little Kindergarten Teacher" activity in Form 4 as an example, Mr. Siu from the Guidance Team noted that the school partners with community organisations to let students volunteer in kindergartens, leading activities as if they were teachers for a day, to learn and explore career opportunities.

"Teachers of Career Guidance and Life Planning Team first introduced the CLD concepts to social workers, who then instruct students on internship essentials during 'Other Learning Experiences' classes, emphasising the proper attitude and skills for working with young children. After the activity, social workers provide feedback on student performance and guide them on how to use the experience to shape their future career paths," Mr. Siu explained.

Stepping into the real world of work Honing soft skills through practical experiences



▲ Students Kelly Su (left) and Ivy Wang (right) both expressed that internships have helped them establish their personal development roadmaps, taking the lead in their own CLD.

Leveraging the Enterprise Advisor's (EA) connections, the school has provided students with over 50 job roles in diverse sectors for internships. Students immerse in real work settings, observing and learning from the daily tasks of professionals to understand the intricacies of various jobs. Each student embarks on a week-long internship that matches their interests, with roles ranging from yacht club beverage mixologists to multinational bank staff to animal caregivers.

Kelly was assigned to a beverage manufacturing company as a marketing development intern, where she learned about product sales and accompanied retail marketing colleagues to inspect product sales at retail points. "I thought sales work was just about contacting customers in an 'air-conditioned room'. I didn't expect

it to involve visiting retail stores and communicating with customers, which was not as simple as I imagined, and it changed my impression of the industry."

During her internship, Kelly successfully secured purchase orders from customers, which gave her satisfaction. "In just a few days, I have grown to become more proactive, confident, and courageous, and I have improved my soft skills. All in all, that is an invaluable experience." The internship brought Kelly a successful experience, inspiring her to continue striving to learn and communicate with strangers, which is beneficial for her future career development.



▲ During her internship, Kelly Su participated in office meetings. The operations, as well as routines, of the company could be seen in action.

On-site workplace interaction Understanding the profession and equip oneself

Ivy Wang's internship at a medical centre was involved with such tasks as taking patients' temperature, weighing them, and conducting urine tests. She also handled clerical work, reception, and registration duties. Furthermore, she had the opportunity to observe how electrocardiograms (EKGs) were performed, working alongside doctors and nurses. Ivy had always been interested in pursuing a career in the medical care field, so she greatly valued this opportunity and learned from the nurses at the clinic to understand the realities of the industry.



▲ First-hand experience in healthcare work helped student Ivy Wang become more confident in her career aspirations.

Through her internship, Ivy gained a clearer understanding of the qualifications required for her ideal job. "I used to think that my cautious personality was well-suited for nursing, but my work experience revealed that nurses need to communicate with patients and handle all sorts of emergencies at any time, maintaining their composure throughout. This made me realise that there is room for improvement in myself." The internship experience motivated Ivy to actively prepare for her future CLD. She plans to participate in more activities and interact with professionals from various fields to enhance her adaptability. She is also determined to improve her English proficiency to better cater to the needs of future patients in the future.



"Students' perception of the workplace often starts with their encounters with the people and events around them. Through workplace experiential activities, they can broaden their experiences, which not only sparks their interest in exploring future directions but also widens their CLD horizons."

— Mr. Kwok Man Kwan, the Principal



Enterprise Advisor sharing first-hand insights Inspiring parents to rethink careers



▲ Parents take part in a CLD workshop, learning to use VASK cards.

Not only do students need to understand the world of work, but also HKBM reminds schools that parents must have sufficient knowledge of CLD to provide appropriate support to their children. Therefore, the school invited EA to share with parents the latest technologies in the workplace and the changes in future job types, while also allowing parents to experience the VASK card game to understand the relationship between personal traits and career development.

Ms. Chung Wing Yue, teacher in charge of the Home-school Cooperation, noted that the activity aids parents in comprehending the evolving workplace in the future and the possibility of disappearing

conventional popular jobs. This knowledge equips them to have more open conversations about CLD with their kids. The workshop also enhances parents' understanding of CLD and encourages their personal reflection on CLD, fostering more meaningful and intimate exchanges with their children.

"Parents are not just participants in school CLD activities, but they can also be champions, sharing their industry experiences in parent groups and broadening each other's horizons."

— Ms. Chung Wing Yue,
Teacher in charge of the Home-school Cooperation



▲ Ms. Chung opines that parents can support their children's CLD in various ways, including providing feedback to the school and proposing themes for activities.

Advancing CLD through joint-school collaboration Building up school-community bridges

In addition to CLD initiatives on campus, the school has also joined forces with seven other secondary schools in the Wong Tai Sin District to form a school hub based on the district. This network facilitates experiences sharing and other joint-school CLD activities, including further education information fairs and career expos. Leveraging joint-school collaboration, the schools efficiently orchestrate extensive events, drawing in numerous tertiary institutions and industry professionals to impart a wealth of information, thereby equipping students for multiple pathways and making well-informed choices.

With diverse school cultures, joint-school activities enable student exchanges within the district, while fostering mutual inspirations. District-based joint school events, being more accessible, directly address the needs of similarly situated students. Principal Kwok fully recognises the significance of a school hub and has appointed Mr. Chan to serve as the hub convenor. This broadens teachers' perspectives beyond their schools and enhances CLD.

Looking forward, the Wong Tai Sin District School Hub is set to create an information-sharing platform, offering organisational contacts for easy reference and updating, coordinating district career activities, and pooling community resources. Plans include forming a 'Joint-School Career Development Association' to train "CLD ambassador" among students, spreading CLD concepts across schools and forging a supportive link from schools to the wider community.



▲ Through the school hub, the collective power of multiple schools can be harnessed to invite more guests from various industries to share career information and skills with students.

"After graduation, some students may experience stress due to changes, and they may no longer have the support of school teachers or social workers stationed at schools, potentially jeopardising their CLD journey. If schools consistently collaborate with community organisations to sustain the support, students can continue to receive follow-up from community organisations even after leaving school."

— Mr. Chan Ka Wa, Career Guidance and Life Planning Master

By using HKBM and after receiving objective feedback from HKBM "Critical Friends", a more than double increase was recorded in BM8.

Overall HKBM Self-evaluation results in 2021 and 2022 among 50 Cohort One schools – Student Participation in Level 1,2,3 Activities under BM8: Meaningful Encounters with the Workplace

BM8	No. of schools					
	2021			2022		
	Emerging	Partially achieved	Fully achieved	Emerging	Partially achieved	Fully achieved
Level 1 activities	9	24	17	2	13	35
Level 2 activities	22	19	9	8	25	17
Level 3 activities	40	9	1	29	18	2

▲ *Note: All CLD school-based self-improvement achievements under HKBM highly depend on individual schools' own needs, priorities, and contexts as well as external situations (e.g. impacts from COVID-19)



HKBM Data Reveals

Utilising HKBM, schools can systematically offer students opportunities for various levels of workplace encounter experiences (Level 1, Level 2, Level 3¹), enabling them to understand their interests and abilities and to adapt to the real work environment. Additionally, in response to the ever-changing world of work, schools can equip students to smoothly transition from their academic to professional careers.

¹ Please refer to p.32 for the descriptions of Level 1, 2, 3 activities under HKBM8

CCC Kei Chi Secondary School Catering Students Diverse Needs Connecting with Enduring Community Supports



CCC Kei Chi Secondary School is a Resource School under the CLAP@JC Project. In 2020, the school embraced and implemented the "Hong Kong Benchmarks for Career and Life Development" (HKBM). Following a thorough self-evaluation, the school developed an action plan invoking the whole-school participation and restructured its departments. Furthermore, the school engaged in the Alternative Path Finder Scheme (APFS), targeting initiatives to "Addressing the Needs of Each Student" outlined in BM4. This involved identifying and offering tailored support to less engaged students in their Career and Life Development (CLD) journeys, a practice which was subsequently expanded to include all student levels. To ensure the continuity and effectiveness of support, the school also cultivated strong relationships with community partners, thereby fostering an environment where students could continue to thrive.



▲ From left: Career Master Mr. Wu Lai Kwong, Principal Dr. Lee Kam Cheung, Vice Principal Ms. Ho Wing Man, Vice Principal Ms. Choy Li Ching, have been kept on the same page throughout the changes brought about by the implementation of HKBM.

Activating school-wide implementation Leadership for tailored support

Reflecting on the School's adoption of the HKBM, Dr. Lee Kam Cheung, the Principal, believed that the benchmarks' strength lies in coalescing the participation by the school board, management, teachers, parents, and even alumni networks. By concertedly reinforcing CLD provisions at the school under HKBM, the benefit for every student's development can be further enhanced. Besides, HKBM also emphasises the connection with external stakeholders, which serves to reinforce its CLD initiatives on the forefront.

"The school utilises the HKBM for self-evaluation and gains insights into our own strengths and weaknesses, which gives us much greater clarity when we formulate the general development plan and implement the CLD education,"

— Dr. Lee Kam Cheung, the Principal

The School is always attentive to the diverse needs of its students. After the first self-evaluation under HKBM, it immediately set out to fulfil and deepen its implementation of "BM4: Addressing the Needs of Each Student". "When it comes to CLD, teachers may have a limited perspective because they themselves have excelled academically and entered the education sector directly after graduation. They might lack personal experience to stand by

the students who are less motivated to learn or may have limited family support. Through this project and the intervention of partner organisations, we are able to provide more comprehensive and inclusive support for students who struggle academically or even have special educational needs (SEN)," Principal Lee added.

In view of this, the school became one of the first eight schools to participate in the APFS. With the support of its "Community Connector" (CC), tailored students are provided with exploratory CLD experience, and meanwhile the school is opened up to a close connection with the supporting community units.

Alternative Path Finder Scheme (APFS)

The "Alternative Path Finder Scheme (APFS)" is a "school-community" support model for CLD. Its framework encompasses three elements: prevention-based interventions, co-construction by teachers and social workers, and continuous community support.



[Learn more:](#)

Prompting cross-department collaboration Preventing duplication of human resources

"The HKBM has become a catalyst, prompting the schools to reorganise their departmental structures, to concentrate resources and manpower more effectively, and to better cater to the individual needs of students in CLD."

— Ms. Ho Wing Man, Vice Principal

Upon the adoption of HKBM, under the leadership of Vice Principal Ho and driven by the CC, various departments within the school, including the Careers and Life Planning Committee, and representatives of the school social workers, conducted exchange meetings. Meanwhile, a permanent cross-departmental working group was instigated.

In the past, there was little communication between departments, which could simply lead to resources duplication due to the lack of information flow. There was a chance that

multiple departments would follow up with the same student, and when several teachers jumbled up to give advice, it could confuse the student. Vice Principal Ho also points out that since the establishment of the cross-departmental working group, meetings have been held every two weeks to consult and evaluate the cases being followed up by various departments, increasing transparency between them. "Once the efforts by different departments are coordinated, everyone knows who is following up with which student, avoiding overlap while also ensuring that every student in need is taken care of."

After establishing a systematic model for cross-team collaboration, the role of the Career Master, Mr. Wu Lai Kwong, has become much clearer and more distinct, empowering him to become the hub convenor and bridge for information exchange. He regularly follows up on the progress, content, and participants of CLD activities, reporting within the working group, ensuring that department representatives, CC, and social workers all have a clearer picture on the school's CLD initiatives overall.

Identifying students with low engagement Individualization to cater for personalised needs

Before launching the APFS, a school working group first targeted students with CLD needs, focusing on those lagging academically or with special educational needs (SEN). However, since these students were already receiving support, the working group shifted its focus to some Form 4 students. These students had average academic performance and low extracurricular involvement, and were uncertain about their future. After the Vice Principal's approval, the school invited selected students, with eventually 18 Form 4 students joining the first APFS programme.

A more comprehensive and effective assessment mechanism enables schools and teachers to holistically identify students and assess their CLD needs.

Part 1

Student information collection

Part 2

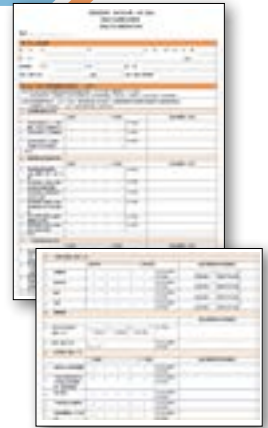
Assessment of students' CLD needs and condition (Scale)

CLD condition assessment

- ▶ Sense of hope and readiness on students' CLD
- ▶ An assessment through Youth Development and Intervention Framework and self-competence
- ▶ Students' resources, opportunities and networking

Students' performance in school

- ▶ Attendance status - Attendance rate, Absence/Late arrival / Early check
- ▶ Academic performance - Grade ranking, repetition (if applicable)
- ▶ Personal performance-Behaviour, Interpersonal relationship, Conduct



Part 3

Special service needs / Suggested CLD support service provision

Following the project guidelines, the school first conducts an assessment on the general status and CLD needs of the student participants. Teachers then discuss with the CC in an effort to design services and make recommendations that are catered to the special needs of those students identified as "At Risk".

I: Who have no clues to their pathways in terms of CLD with special education needs.



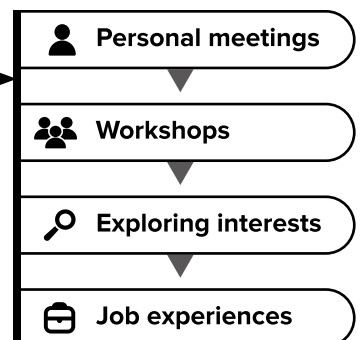
II: Special Education Needs (e.g.):

- with low motivation (only passive participation inside and outside school)
- show unstable school attendance (habit of missing classes)

CC will hold one-on-one talks with students, allocating a minimum of 45 minutes per session to outline services, comprehend students' career aspirations as well as their personal preferences for career experience, and tailor support to their unique needs. CC offers guidance through:

The CC will next guide students through group activities, imparting VASK (Values, Attitudes, Skills, Knowledge) and other CLD insights. They then, in coordination with the school and the Hong Kong YWCA Jockey Club Lok Wah Integrated Social Service Center (YWCA), help organise diverse experiences like that of VR (virtual reality), culinary arts, and dodgeball. Such a step-by-step approach and early engagement with APFS community units help build enduring support for students.

Last but not least, a one-day work internship offers students practical workplace exposure, enhancing their understanding of CLD pathways.



Replicating good service models Extending CLD activities



▲ APFS provides students with a range of interest exploration activities.



▲ Experiencing new popular sports, within school.

Upon completion of the inaugural APFS, the school collected self-reflections and VASK self-assessments from the participating students. A cross-departmental working group, together with the CC, conducted an in-depth evaluation of each student's situation. The school carried on its collaboration with YWCA to provide that cohort of students with ongoing CLD activities as they advanced to Form 5.

Meanwhile, the school attempted to replicate the APFS model and concepts, extending them to benefit many more students. Also in collaboration with YWCA, the experiential activities were extended to students of the entire Form 2 and Form 3 levels in general, not limited to students with low engagement in school. "Subject Selection Experience Activities" for Form 3 students, for example, combined elements from Form 4's Applied Learning courses with APFS activities to guide students in identifying their interests for subject choice. The school heightened students' awareness by displaying photos and videos from the inaugural APFS during assemblies, leading to 22 Form 4 students joining the subsequent APFS.

"HKBM has strengthened the overall understanding and awareness of CLD in the school. It has also revealed the importance of community and school support for students, especially for those 'at risk', to grow continually"

- Mr. Wu Lai Kwong, Career Master

Connecting to community units Continual support for ongoing student development

APFS has sparked deep collaboration between schools and community partners, prompting schools to school test policy adjustments, reshuffle timetables, and organise two full days for life-wide learning, allowing external organisers to help run large-scale CLD activities. Post-programme, schools can reference these models to continue providing tailored, extensive career support for students.

Principal Lee has noted the significant impact on students' motivation and future direction. Engaging with APFS helps students ground their "Pie in the Sky" notions good only within school walls, by interacting with real-world organisations and companies, learning about industry requirements firsthand.

Furthermore, Principal Lee advocates for the importance of long-term collaborations with community service units like YWCA for effective CLD planning. Such partnerships move beyond ad-hoc efforts in our past cooperation with these individual organisations, enabling schools to plan systematically with reliable support from community resources. This approach not only offers consistent support for students but also allows for strategic budget allocation and the integration of CLD into the school curriculum.

Exploring diverse pathways Letting be known 'There is a way'

"For students with low learning motivation and at risk of dropping out, CLD support can be critical. When they are unsure of their direction, being informed that there is a viable path ahead helping them find stability and confidence"

– Ms. Choy Li Ching, Vice Principal

In the past, both teachers and students at the school believed that only those students who were academically behind and could not advance to Form 4 needed CLD. Vice Principal Choy reckoned "with the introduction of HKBM in the school, teachers have been becoming more aware of CLD and recognising it as a professional field." People nowadays no longer think that only those who "failed in studying" need to participate in workplace learning experience. Instead, everyone can use exploratory activities to broaden their horizons

and understand themselves, so as to go about trying to plan their lives.

The overall awareness of CLD among students in the school has been enhanced. Students who previously underperformed no longer throw out "I don't know" when discussing their future. Instead, they have become proactive and are actively seeking out pathways for themselves with consideration to what they need.

For students needing opportunities beyond academics, parents are vital. The school is keen to train up class teachers in CLD understanding. The Careers and Life Planning Committee, social workers, and the Counselling Committee join hands to equip class teachers with information to enhance parent communication. This strengthens home-school collaboration, guiding students' CLD.

Student sharing



Huang Man Tik, student participant

"As a student, I've rarely had the opportunity to experience the world of work. For me, to participate in this activity is to gain exposure to different professions and to get to know myself better. Especially the internship, the activity allowed me to interact with many different people. Upon entering the workplace, I had to start working immediately without much time to adapt. I had to actively ask questions to mentors and colleagues, communicate with them, and know what I needed to do. This experience made me more outgoing."

Kwok Chi Ching, student participant

"To me, the most impressive experience was the 'Animal Inspector' activity. At the start, I couldn't even introduce myself properly. But after spending two days with the mentors and under their encouragement, I realised that for things I am passionate about, I need to adopt a more proactive attitude. As a result, I gradually became braver in expressing myself."

Early intervention of community partners Continuous responses to students' needs

Miss Cheong Yin Hung from the Hong Kong YWCA Jockey Club Lok Wah Integrated Social Service Center (YWCA), stated that through the invitation of the CLAP@JC HKBM Team, their staff attended briefing



▲ Students participate in the process of planning and establishing a coffee shop.

sessions and study groups to understand the implementation of HKBM and APFS in schools. They are glad to take up the role of a community support partner, and thus in collaboration with the HKBM team and schools to help students of different abilities and orientations further explore the availability of community resources so that more sustained support for CLD can be given.

To get to know the students early on and understand their interests and needs, YWCA's staff participate in APFS's interest experience activities and discuss follow-up plans with the HKBM team. During the process, "cross-professional tripartite meetings" are held among the HKBM team, schools, and community support partners. They adopt objective and theoretically based methods to assess students' CLD needs and share different aspects of the students' experiences at

school, during activities, and in the community, allowing teachers to better understand students' engagement outside school.

"We provide different developmental paths based on the interests and career aspirations of the youth, including interest enhancement activities, workplace internships, and peer mentoring," said Miss Cheung. For example, some students from the first cohort of APFS who were interested in music were given a platform by YWCA to continue developing and showcasing their talents in the community, forming bands with like-minded youths, continuing to learn instruments, and participating in large-scale performances at the centre.

Learning from the experience with the first cohort, YWCA took proactive initiatives to get to know the second cohort of students much earlier on. Learning about their interest in coffee, YWCA invited them to participate in the operation of the centre's coffee shop. "By letting students engage in activities they are interested in, they can further discover their VASK."



The Role of a Community Connector

"CC provides personal interview services to students, and link schools with community units to establish a referral mechanism and offer long-term support."

Upon completion of an APFS cohort, CC assesses students' preferred development trajectories and communicate these to community units for tailored activity suggestions. Community units adjust their services accordingly, adapting to factors such as resource availability which may necessitate a shift from individual to group sessions. Through collaboration with schools, they recalibrate the service scales to guarantee sustained support for students.



▲ YWCA brought students to experiential experiences on careers.

Alternative Path Finder Scheme (APFS) Evidence-based Effective Support Services



Results of APFS student surveys

To bolster "BM4: Addressing the Needs of Each Student," CLAP@JC has engaged over 16 schools in the "Alternative Path Finder Scheme (APFS)." "APFS effectively meets at-risk students' needs by facilitating connections between schools and community resources, guiding them towards informed and positive CLD choices.



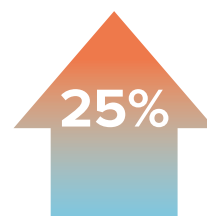
What Did We Learn from the HKBM Adoption Processes in Schools?



The preliminary findings of the baseline research data from the first Cohort of CLAP@JC (2020-22 school year), involving fifty schools and encompassing various aspects (i.e. schools, teachers, and students), are as follows:

1 HKBM works – it helps schools to improve their CLD programmes and students' career readiness

Adopting a whole-school benchmark approach (as defined as 'BM adoption' in CLAP@JC project) is shown to be effective, supported by the outcomes of longitudinal samples that students' career readiness demonstrated significant increases while the counterparts from non-BM schools decreased. It also helps schools to improve their programmes by 25% over a year on average.



2 The whole-school benchmark approach matters in helping our students' CLD

According to HKBM school experiences, HKBM performed a unique function in catalyzing relevant CLD changes as an improvement process in schools through in-school aspects such as whole-school policy and priorities (BM1), suitable re-allocation of resources and time (BM1 and other benchmarks), career team leadership and networking competency and capacity building (BM2), whole-school curriculum development (BM7 & BM8), and parental engagement (BM10).

3 HKBM benefit extends beyond career readiness

According to preliminary findings, BM-adoption in schools also helps students' **social affective development** such as, motivation, self-concept, attitude to schools and goals of life. The positive effects include "motivation to achieve in school", "valuing learning".




4 HKBM is suitable for all schools with any 'banding'

According to HKBM school experiences and findings, HKBM helps schools to improve their CLD provisions and their students' career readiness, disregarding their school bandings.

¹The interferences are based on the findings of 50 Cohort 1 HKBM schools and 2 comparison (non-BM) schools. The study, which is comprised multiple analytical methods, involves more than 6,000 students.

5 HKBM is more than a teachers' behavior checklist

According to the HKBM school experiences, the value of HKBM is definitely beyond a definitive checklist for implementing school-based CLD. It creates a conducive environment for CLD:

-  -through motivating school personnel for self-reflection.
-  -through nurturing self-improvement and self-initiating mindsets among staff.
-  -through encouraging 'trial and error' innovation and hence, energizing the participating school teams.

The project dataset also reveals that HKBM encourages in-school collaboration with flexibility to preserve a school-based 'mutual comfort zone' in the organisation. Most importantly, it helps engaging the school principal and senior management with more active roles to play in CLD that mobilize whole-school capacities in preparing talents for society and for our students' futures. **It is worth noting that 81% of career teachers think the HKBM helps reducing their workload.**

Closing Remarks

Since 2020, over 120 schools have adopted "Hong Kong Benchmarks for Career and Life Development." (HKBM) as a systematic self-evaluation framework to enhance their career and life development (CLD) education.

Through the various school case studies, we have gained insights into the steady influence of HKBM in catapulting schools to reshape and streamline their CLD education. PLK Wu Chung College restructured to rally teachers' support and encourage teamwork. United Christian College (Kowloon East) developed a student-focused CLD policy, while HKSKH Bishop Hall Secondary School created a more conducive environment for students' CLD, offering them broader exposure to the workplace and institutions. Buddhist Tai Kwong Chi Hong College initiated a whole-school engagement approach with support from cross-sector critical friends. PHC Wing Kwong College deepened business community ties to enhance workplace interactions. Last but not least, CCC Kei Chi Secondary School first improved its CLD support for less active students by continually collaborating with community partners.

Similar to the aforementioned schools, over 120 CLAP@JC schools are making headway towards a sustainable and self-enhancing CLD education. Leveraging HKBM, they conduct self-evaluations to align their CLD with school-specific contexts and student needs, prioritize development directions, and integrate overall CLD initiatives to establish school-based career education. This is a model that has enlisted various stakeholders, including schools, businesses, parents, and youth workers, who collaborate to forge career and life pathways for each and every individual of our youth.

Facing the swiftly evolving society of the future, the youth CLD concepts need to be updated, as the education itself becomes ever more encompassing. HKBM propels schools to offer a richer spectrum of CLD trajectories, broadening students' visions of success. Moreover, it empowers schools to equip the upcoming generation with the skills to adeptly handle future challenges. By introducing CLD knowledge early, HKBM ensures students are well-prepared to make informed, impactful life decisions.





Schools Stride Forward to Establish Milestones for Their Career Development Practices



18 Resource Schools and 105 Network Schools (As of Jan 2024, in Alphabetical Order)

Resource Schools

Buddhist Tai Kwong Chi Hong College
 Caritas St. Joseph Secondary School
 CCC Kei Chi Secondary School
 CCC Kung Lee College
 ELCHK Lutheran Secondary School
 HKWMA Chu Shek Lun Secondary School
 Ling Liang Church M H Lau Secondary School

Pentecostal Holiness Church Wing Kwong College
 Po Kok Secondary School
 Po Leung Kuk Wu Chung College
 Queen Elizabeth School Old Students' Association Secondary School
 Queen's College
 Rhenish Church Pang Hok Ko Memorial College

Salesians of Don Bosco Ng Siu Mui Secondary School
 SKH Bishop Baker Secondary School
 The Hong Kong Taoist Association Ching Chung Secondary School
 TWGHs Yow Kam Yuen College
 United Christian College (Kowloon East)

Network Schools

Academy of Innovation (Confucius Hall)
 Baptist Wing Lung Secondary School
 Buddhist Fat Ho Memorial College
 Buddhist Ho Nam Kam College
 Buddhist Hung Sean Chau Memorial College
 **Buddhist Mau Fung Memorial College
 Buddhist Sum Heung Lam Memorial College
 Buddhist Yip Kei Nam Memorial College
 Caritas Fanling Chan Chun Ha Secondary School
 Caritas Ma On Shan Secondary School
 Caritas Yuen Long Chan Chun Ha Secondary School
 Carmel Bunnan Tong Memorial Secondary School
 CCC Fong Yun Wah Secondary School
 CCC Kei Heep Secondary School
 CCC Kwei Wah Shan College
 CCC Rotary Secondary School
 CCC Yenching College
 Cheng Chek Chee Secondary School of Sai Kung & Hang Hau District N.T.
 Chinese YMCA Secondary School
 Chiu Chow Association Secondary School
 Chiu Lut Sau Memorial Secondary School
 Choi Hung Estate Catholic Secondary School
 Christian Alliance Cheng Wing Gee College
 Christian Alliance S C Chan Memorial College
 Daughters of Mary Help of Christians Siu Ming Catholic Secondary School
 Delia Memorial School (Hip Wo No.2 College)
 Delia Memorial School (Hip Wo)
 Ebenezer School
 ECF Saint Too Canaan College
 Fanling Kau Yan College
 Gertrude Simon Lutheran College
 HHCKLA Buddhist Leung Chik Wai College
 HK Juvenile Care Centre Chan Nam Cheong Memorial School
 HKCCCU Logos Academy
 HKCWC Fung Yiu King Memorial Secondary School
 HKFYG Lee Shau Kee College

HKICC Lee Shau Kee School of Creativity
 **HKSXH Bishop Hall Secondary School
 Ho Fung College (Sponsored by Sik Sik Yuen)
 Ho Lap College (Sponsored by Sik Sik Yuen)
 Ho Ngai College (Sponsored by Sik Sik Yuen)
 Hong Kong Sea School
 Islamic Kasim Tuet Memorial College
 Jockey Club Man Kwan EduYoung College
 Ju Ching Chu Secondary School (Kwai Chung)
 Ju Ching Chu Secondary School (Tuen Mun)
 Kit Sam Lam Bing Yim Secondary School
 Ko Lui Secondary School
 Kowloon True Light School
 Ling Liang Church E Wun Secondary School
 Lingnan Secondary School
 *Lions Clubs International Tseung Chui King College
 Lok Sin Tong Yu Kan Hing Secondary School
 Lung Kong WFSL Lau Wong Fat Secondary School
 Madam Lau Kam Lung Secondary School of Miu Fat Buddhist Monastery
 **Man Kwan Pak Kau College
 Maryknoll Convent School (Secondary Section)
 Mu Kuang English School
 New Asia Middle School
 Newman Catholic College
 Ng Wah Catholic Secondary School
 Po Leung Kuk Laws Foundation College
 Po Leung Kuk Lo Kit Sing (1983) College
 Po Leung Kuk Vicwood K.T.Chong Sixth Form College
 Po On Commercial Association Wong Siu Ching Secondary School
 Precious Blood Secondary School
 Pui Kiu College
 Pui Kiu Middle School
 Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School
 Sai Kung Sung Tsun Catholic School (Secondary Section)
 The Salvation Army William Booth Secondary School
 Semple Memorial Secondary School
 Shek Lei Catholic Secondary School

Shun Tak Fraternal Association Seaward Woo College
 SKH Kei Hau Secondary School
 SKH Lam Kau Mow Secondary School
 SKH St. Simon's Lui Ming Choi Secondary School
 Society of Boys' Centres Hui Chung Sing Memorial School
 Society of Boys' Centres Shing Tak Centre School
 St. Francis' Canossian College
 St. Francis of Assisi's College
 St. Joseph's Anglo-Chinese School
 St. Joseph's College
 St. Paul's School (Lam Tin)
 **St. Peter's Secondary School
 St. Stephen's Church College
 SWCS Chan Pak Sha School
 Tak Nga Secondary School
 Tak Sun Secondary School
 Tang King Po School
 The ELCHK Yuen Long Lutheran Secondary School
 Society of Boys' Centres Chak Yan Centre School
 Tsang Pik Shan (Sung Lan) Secondary School
 Tsung Tsin College
 Tuen Mun Catholic Secondary School
 TWGHs C Y Ma Memorial College
 TWGHs Kap Yan Directors' College
 TWGHs Kwok Yat Wai College
 TWGHs Lee Ching Dea Memorial College
 TWGHs Li Ka Shing College
 United Christian College
 Valtorta College
 *Wong Shiu Chi Secondary School
 Yan Oi Tong Tin Ka Ping Secondary School
 Yu Chun Keung Memorial College

Learn More



* Resource school (2020-2022)
 ** Resource school (2020-2023)



Acknowledgements

Po Leung Kuk Wu Chung College

Mr. Chan Kwong Yiu, Principal
Ms. Lee Fung Ling, Vice Principal
Mr. Yeung Wai Chit, Vice Principal

Mr. Lo Wai Kit, Career Master
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The Church of Christ in China Kei Chi Secondary School

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Ms. Choy Li Ching, Vice Principal
Mr. Wu Lai Kwong, Career Master

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 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.

Created and Funded by



The Hong Kong Jockey Club Charities Trust

Co-created by



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The Chinese University of Hong Kong



香港中文大學
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