

# Providing quality Career and Life Development Education with whole-school approach

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CLAP@JC  
賽馬會 鼓掌·創你程

Working with  
different  
parties at  
school in CLD  
provision  
**WHAT?**  
**WHO?**  
**HOW?**



CLD provision/ activities



Who we work with



How we collaborate



Key to whole-school  
approach

# Part I: School context

- DSS EMI Christian co-ed School with a short history
- Curriculum: DSE + A Level
- Almost all students continue their study after S6
  - Overseas study: around 20%
- Balanced & holistic development stressed
- Supportive parents and alumni, yet the latter are quite young
- School leadership: open-minded, trust, embrace change





# Our mission

Life planning work at UCCKE is devoted to helping students **understand** themselves and **explore** various *study opportunities* and the *working world*, so that they can make an **informed decision** about their future study and career, **contributing to** the society through utilizing their *God-given talents* in workplace.





# Our journey

Career Guidance

Career &  
Life Planning Education  
(since 2015)

Career & Life  
Development, HKBM  
(since 2021)

# CLD @ UCCKE Context

## 1) AIMS

1. To develop students' self-understanding in relation to their planning for further study and career.
2. To enhance students' understanding of further study opportunities.
3. To enhance students' understanding of the career world and nurture a positive attitude towards professionalism.
4. To help students devise proper learning strategies through discovering their aspiration.
5. To equip students with the skills and strategies necessary for achieving their further study or career goals.
6. To offer guidance and counselling that addresses the need of multiple pathways and individual further study needs.
7. To facilitate parent-child communication regarding further study and career.
8. To share with students that one's career is in God's hand.



# Framework for CLD Education

	S.1	S.2	S.3	S.4	S.5	S.6
	<b>Adaption to JS learning - building competence &amp; confidence</b>		<b>Getting ready for transition to SS &amp; adaptation to SS learning</b>		<b>Getting ready for transition to university (Choice of institution &amp; majors)</b>	
I. Self-understanding	Understanding and developing their strengths and personal attributes* Making realistic self-assessment of qualities & abilities*		Understanding personality, trait factor and occupational preference		Gaining a holistic understanding of personal attributes, personalities and abilities	
		Understanding their VASK	Understanding their life values and work values		Understanding their work values and the forces behind	
II. Exploration of further education	Exploring one's dream					Articulate one's dream
	Understanding & exploring career world Understanding less common careers		Exploring various careers and stereotyping associated with Identifying careers they are interested in / that match their personality		Exploring careers they are interested in / that match their personality	
		Exploring U programs / subject areas they like	Exploring U programs / subject areas they like	Exploring uni and	Exploring various local and overseas study options	
III. Management of further education and career			Learning how to make informed choice for SS	Learning how to make informed choices concerning further study	Formulating medium and long term goals and career/ learning targets	Establish career aspiration & related study targets
	Goal-setting methods (S.1) * Time management (S.1)* Organizational skills (S.1/2)*		Setting tentative study plan and strategies with or without connection with personal goals and aspirations, mastering decision-making skills		Formulating study plan and strategies to realize learning / career goals	
			Understanding the importance of OLE and OEA (i.e. the need of building your own CV)		Preparing for SLP, OEA, Personal Statement (NLC)	Developing skills and attitudes in presenting themselves

Can't achieve everything on our own

# CLAP@JC HK Benchmarks for CLD

The project has introduced a systemic framework “CLAP@JC HK Benchmarks”, empowering schools to build quality CLD provisions for students with reference to UK’s Gatsby Benchmarks.

## Core

1. A Stable and Visible CLD Policy
2. Professional Competencies & Leadership

## Student Focused

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

## Enabling Environment

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



# Part II: What, Who & How



## 3 areas of work as illustration



**Understanding  
self**



**Understanding  
study  
options**



**Understanding  
workplace  
& careers**

# A. Understanding self

(Parties: Form Teachers, CCA)

## A1. Assessment Tools

### 生涯卡

目的: Purpose

幫助玩卡者在規劃未來時，能選擇對自己更有有意義，更有價值的人生方向。



- **S.4 Value Card**
- **S.5 Ability card**
- Simple training by LP Team → Card Game in FP/ Class Fellowship
- All logistics & admin work by LP Team





# A. Understanding self

(Parties: Form Teachers, subject teachers, CCA)

## A1. Assessment Tools

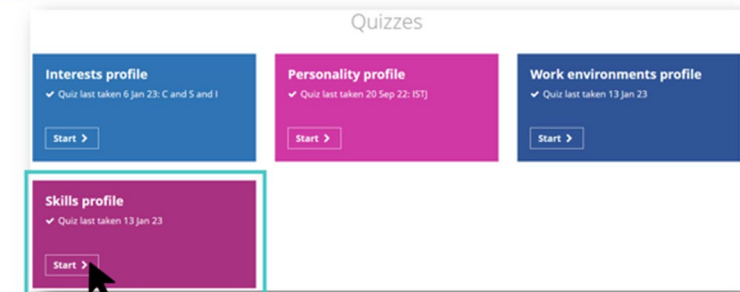
- **S.2, S.3 Unifrog (online platform)**



### Using the Unifrog Skills profile tool (quiz)

**i** The next few slides will show you how to use the Skills profile tool.

- After logging into your Unifrog account, scroll down to 'Quizzes.'
- Click 'Start' on the 'Skills profile' tile.



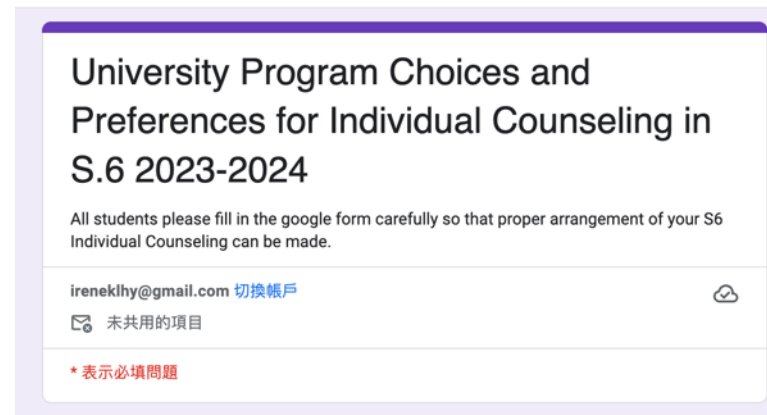
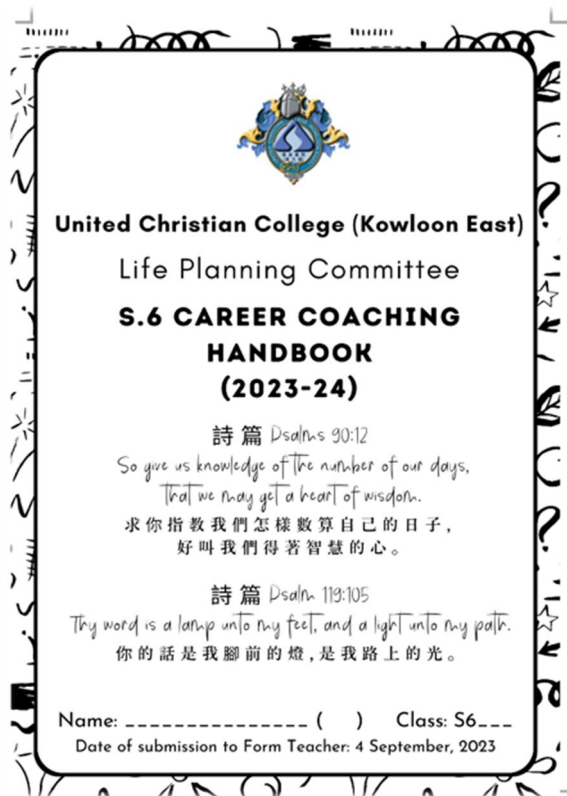


# A. Understanding self

(Parties: Form Teachers/ Subject Teachers, CCA)

## A2. Personal guidance (self + study options)

- **S.6 Counseling (Sept-Nov)**
- **S.6 Post-DSE release Counseling (July)**



8. Preference for individual counseling sessions \*

Counseling by Life Planning Teachers

Counseling by other teachers (Please specify his/her name in Question 9)

9. Teacher's name (You MUST obtain approval from your teacher before you fill in his/her name here.)

您的回答 \_\_\_\_\_

10. Would you like to meet your teacher individually or in pairs? \*

I want to meet my teacher individually

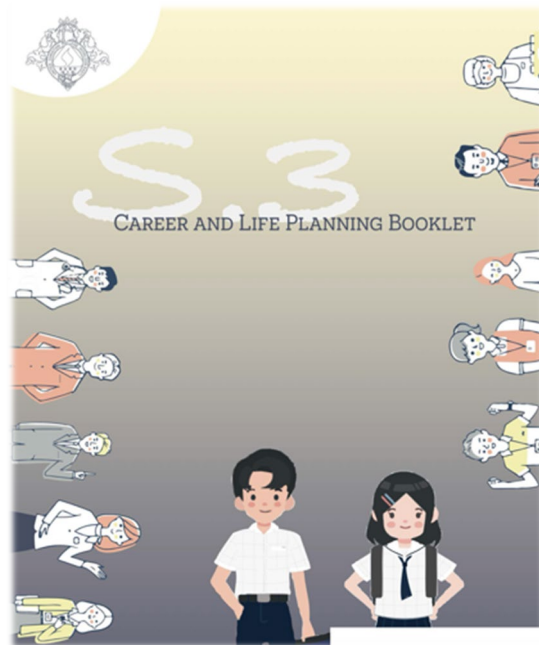
I want to meet my teacher in pairs (Please specify your partner's name in Question 11)

# A. Understanding self

(Parties: Form Teachers, CCA)

## A2. Personal guidance (self + study options)

- **S.3 Group Counseling on Senior Form Subject Choice (new trial)**





**SECTION 3**  
**Meeting with FT/ AFT/ FC**

MEETING DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ VENUE: \_\_\_\_\_  
GROUP MEMBERS: \_\_\_\_\_

Please fill in the following information **BEFORE** the meeting.

**Self-knowledge**

Strengths  \_\_\_\_\_  
Hobbies \_\_\_\_\_  
What I plan to study after graduation \_\_\_\_\_  
My ideal job \_\_\_\_\_

**Academic Performance** 

Subjects I do well in \_\_\_\_\_  
Subject I don't like \_\_\_\_\_

**Electives you wish to take (DSE / IGCSE elective)**

Rank	Subject	Reason(s) for your decision	Opinion/ Advice from parents
1			
2			
3			













**Other considerations**

Name of College/ University	Course

Questions you want to ask/talk about in the meeting:

**Meeting with FT/ AFT/ FC**

**FOR TEACHERS USE ONLY**

1. The student has a good understanding of the <b>subject selection process</b> .			
2. The student shows good <b>self-awareness/ knowledge</b> .			
3. The student has <b>considered various factors</b> when choosing his/ her stream and subjects.			
4. Overall, the student has carefully considered his/ her <b>subject choice and future paths</b> .			

**Other comments / advice / words of encouragement:**

# A. Understanding self

(Parties: Form Teachers, CCA Team & other teachers)

## A3. D-Day – Discovery of Interest (S.1 & 2 OLE Day)

「香港生涯發展自評基準」活動種籽計劃  
HKBM Activity Seed Scheme  
2022/23 – 2023/24 學年 申請表格

甲部: 項目詳情	
活動名稱:	D-Days for junior and senior form students 1. OLE Day for S1-S2 [Interest Development] 2. Careers Day for S3-S5 [Career Development]
可符合的香港生涯發展自評基準 (請選取不多於二個選項)	<input type="checkbox"/> 基準三: 從多元出路資訊中學習 <input checked="" type="checkbox"/> 基準四: 重視每位學生的個人需要 <input type="checkbox"/> 基準五: 學生參與和共同創建 <input type="checkbox"/> 基準六: 制訂生涯發展路線圖的個人輔導 <input type="checkbox"/> 基準七: 與學校課程聯繫的生涯發展 <input type="checkbox"/> 基準八: 與工作世界作有意義的接觸 <input type="checkbox"/> 基準九: 與高等及延續教育院校作有意義的接觸 <input type="checkbox"/> 基準十: 家長參與和支援
活動理念及目標 (預期成果):	簡述各項生涯發展服務的理念及目標 (不多於 100 字) 1. To enable S.3 – S.5 students to explore 1-2 careers of their choice and understand the VASK involved through sharing by guests/ experiential activities and interacting with adults in work places. <input checked="" type="checkbox"/> 2. To enable S.1-S.2 students explore new interests and understand their VASK through workshops or experiential activities related to different interests/hobbies.

Proposed activities for students to indicate their preference.

Sports	Arts/ Performing Arts	IT/ Media	Others
Chess 國際象棋	K-pop dancing 韓流舞蹈	Video editing 影片編制	Urban farming 都市農業
Archery (Basic) 基礎射箭	Pastel Nagomi Art 和諧粉彩	Stop motion 定格動畫	Sign language 手語
Fencing 劍擊	Comics drawing 漫畫制作	Photography 攝影	Board games 桌遊
Diving 潛水	Flower arrangement 插花		Dessert Making 甜品製作
Kyudo 日本弓道	Resin art 樹枝藝術		Cookies Making 曲奇製作
	Pop singing 流行歌唱		Main course cooking 主菜烹飪
	浮游花燈座 ^		Backwoods cooking 原野烹飪
			Make up (Basic) 基本化妝
			Make up (Stage) 舞台化妝
			Pet grooming 寵物美容
			Balloon twisting 扭氣球
			Juggling 雜技

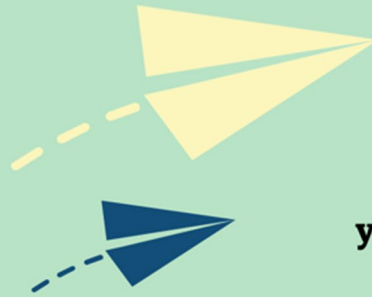
# Our First D-Day

## D-Day Discover your INTEREST

Learn new skills

Explore new interests

Find your spark!



Discover  
your strength!

Outside  
KE

Interest Classes	Quota	Time	Venue
Chess 國際象棋	20	12:30-2:30 pm	Room 102
K-pop dancing 韓流舞蹈	40 (2 classes x20)		Room 112 & Room 101
Dessert Making 甜品製作	15		PTA Room
浮游花燈座	20		Room 103
Video production 影片編制	20		Room 604 Mac Lab
Fencing 劍擊	12		<u>KePLACE</u>
Resin art 樹脂藝術	30		3/F VA Room
Dog training 狗隻訓練	15		Room 311
3D photo 立體相	25		Room 511 <u>Phy Lab</u>
Board games 桌遊	25		Room 104
Archery (Basic) 基礎射箭	10		Covered Playground
Make up (Basic) 基本化妝	15		Room 105
Bird watching 觀鳥	10		Jordon Valley Park
Sign language 手語	10-15		Room 106
Diving 潛水	12	4:00-7:00 pm	<b>King George V School Swimming Pool</b>
Photography 攝影	20	3:00-5:00 pm	<b>(TBC)</b>
Pop singing 流行歌唱	15	2:00-4:00 pm	<b>SingingSoul Academy</b>

Remark: You can refer to [https://drive.google.com/drive/folders/1U2as4q9ip7510TE-As4fO7\\_-xLJi4up?usp=sharing](https://drive.google.com/drive/folders/1U2as4q9ip7510TE-As4fO7_-xLJi4up?usp=sharing) for photos and details of each class.















## B. Understanding study options (Parties: Subject Teachers, Subject Heads, alumni)

### B1. Encounter with Higher Education (HE)/ universities

- Two main types of activities:
  - University admission talk/ visit (by LP Team)
  - Subject workshop/ seminar/ visit/ taster (with subject)





*By LP Team*



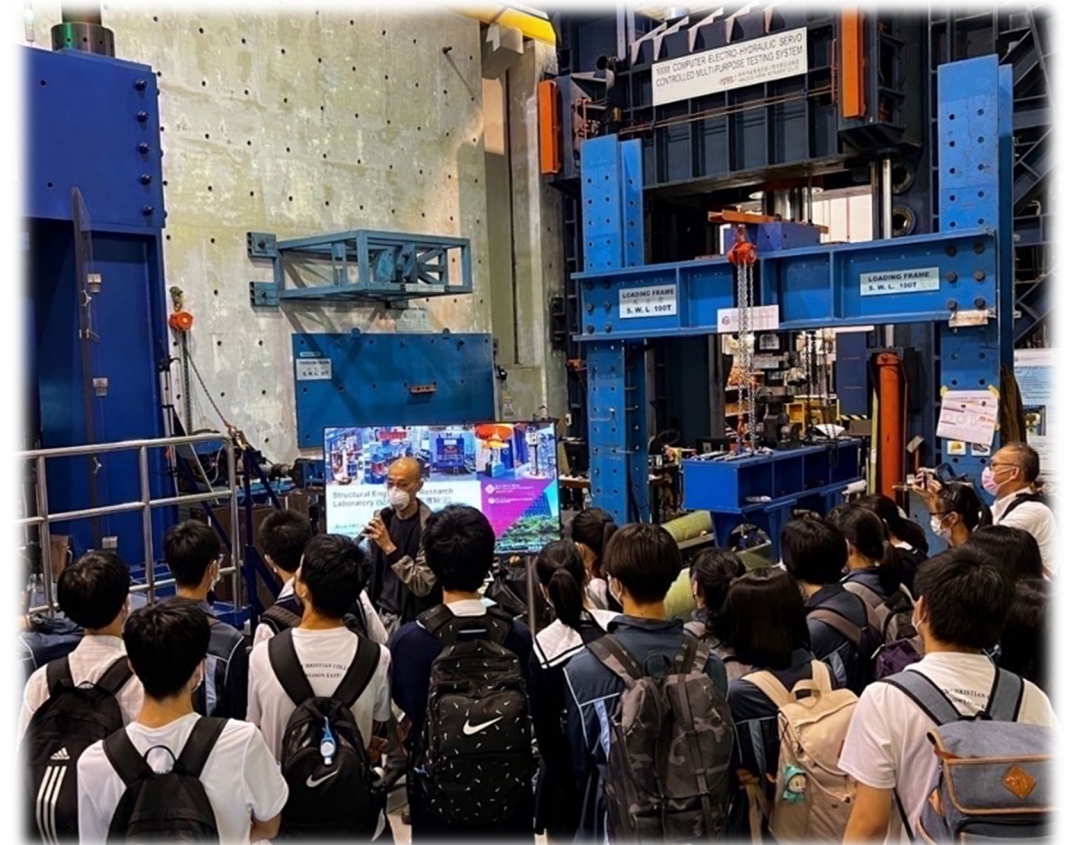
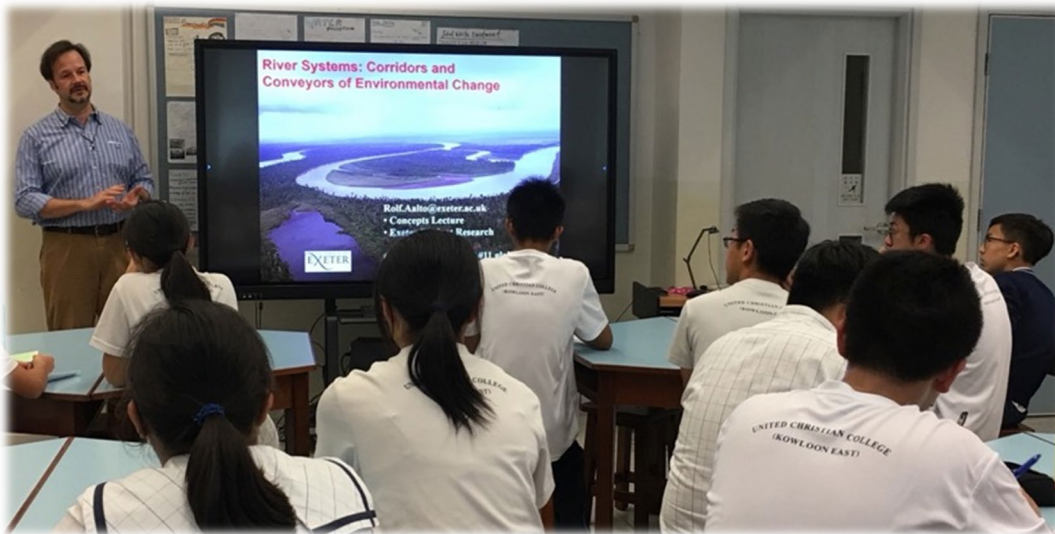


# B. Understanding study options

(Parties: Subject Teachers, Subject Heads, alumni)

## HE encounter X Subjects

PT/ OT, Geog, Engineering





# B. Understanding study options

(Parties: Subject Teachers, Subject Heads, alumni)

## HE encounter X Subject:

Catering/ Hotel management [THS]





# B. Understanding study options

(Parties: Subject Teachers, Subject Heads, alumni)



HE encounter X Subject X Alumni  
HKUST Life Sciences X Bio



## LP Team

Lots of circulars, information, connection,  
and a bit of resources \$\$\$



## Collaboration modes with Subjects

Passing the info  
to the subjects  
concerned

Recommending  
them to join

Organizing the  
activity for them/  
together

Connecting  
them with the  
HE personnel

Subsidizing  
the activity

# How we work with Subject Teachers

## LP Team:

- Taking up all networking, coordination, planning and logistics, \$\$\$

## Subject teachers – modes of involvement

- Event promotion
- Recruiting students
- Allowing us to schedule the activity in their lesson
- Accompanying students to the activity
- Linking the CLD activity with subject learning

**Working in a selfless manner → win-win situation**



## B. Understanding study options

(Parties: Subject Teachers, Subject Heads, **alumni**)

### B2. Interacting with alumni



*Earlier years*





## B. Understanding study options

(Parties: Subject Teachers, Subject Heads, **alumni**)

### B2. Interacting with alumni



*Thematic Sharing*

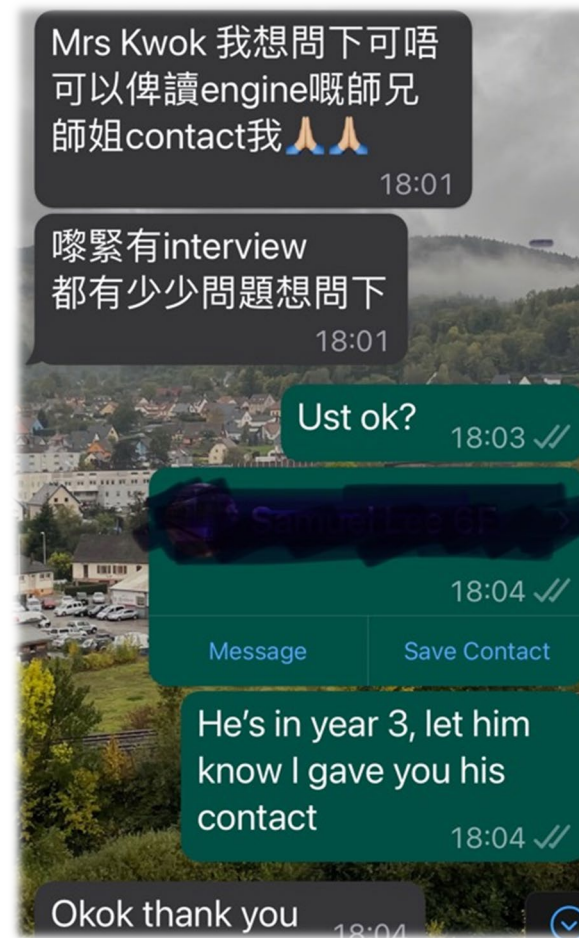
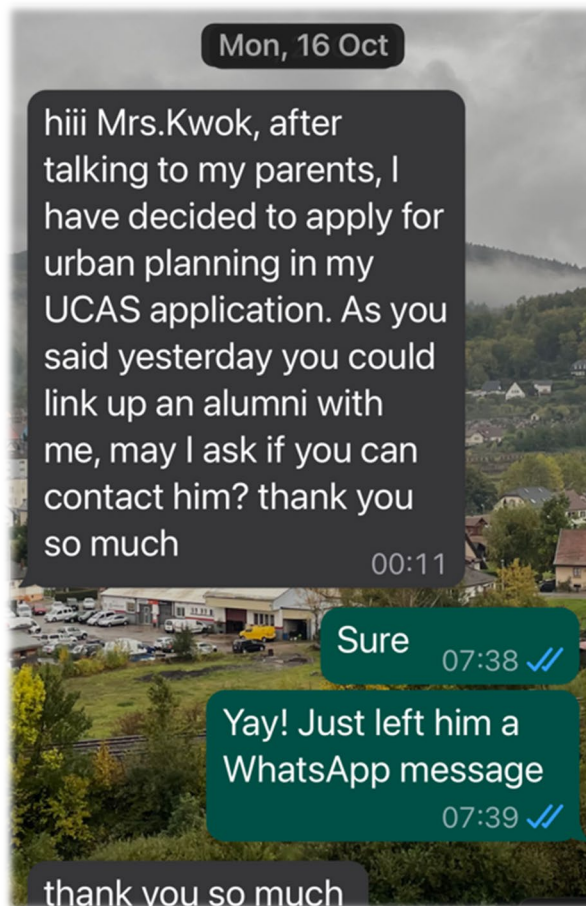
*Recent 2 years*



## B. Understanding study options

(Parties: Subject Teachers, Subject Heads, **alumni**)

*Towards more individualized support (esp. for GCE A Level students)*





# B. Understanding study options

(Parties: Subject Teachers, Subject Heads, alumni)

## B2. Interacting with alumni (from different network schools)

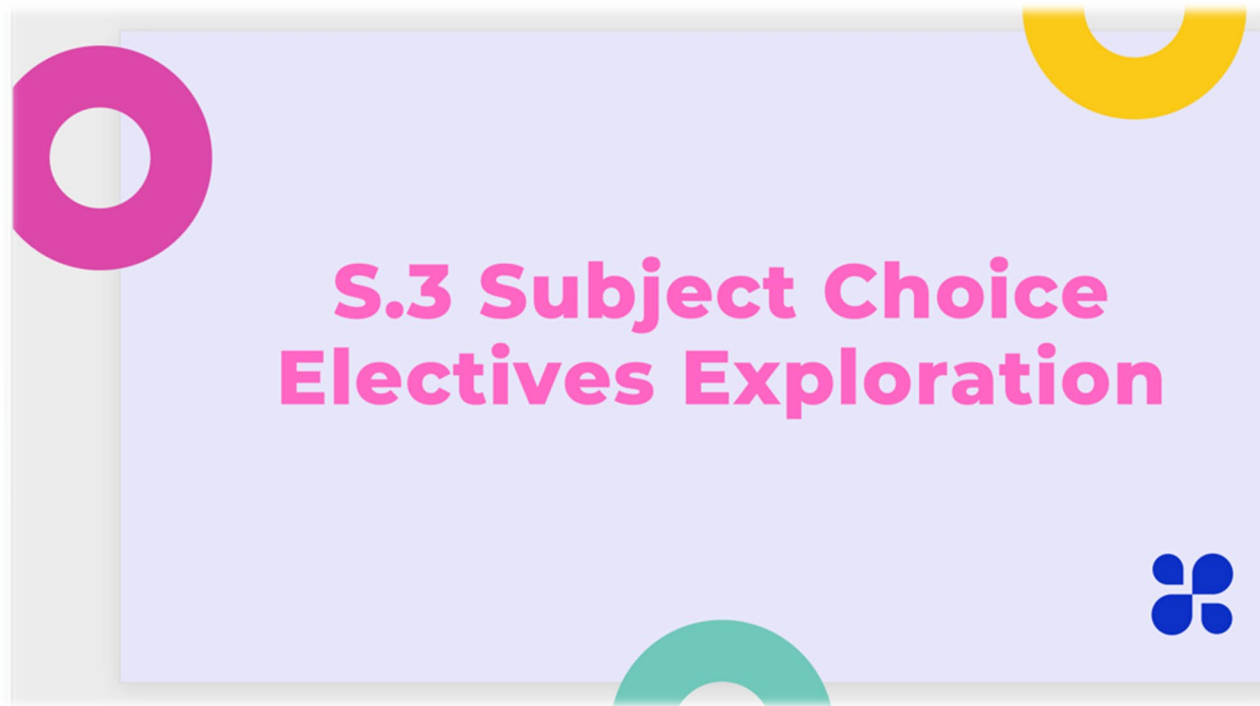


## B. Understanding study options

(Parties: Subject Teachers, **Subject Heads**, alumni)

### B3. Understanding Senior Secondary Elective Subjects

- *Refer to the PPT for Subject Heads*



# Working with Subject Heads towards students' co-creation in the process

- **What difficulties would you anticipate?**
- Reality – tension, planning and logistics, schedule, etc
- Ways to cope with that
- Learning process
- Continuous and genuine communication, reflection, refinement



# C. Understanding career options





# C. Understanding career options

(Parties: Alumni, teachers, parents)

## C1. Workplace sharing by (young) alumni

### ➤ Contexts:

- Assembly, career talks, S.1 High Table Dinner [new]

### ➤ Common themes:

- A particular field/ career
- Their career journey/ story



# Assembly/ Career talks

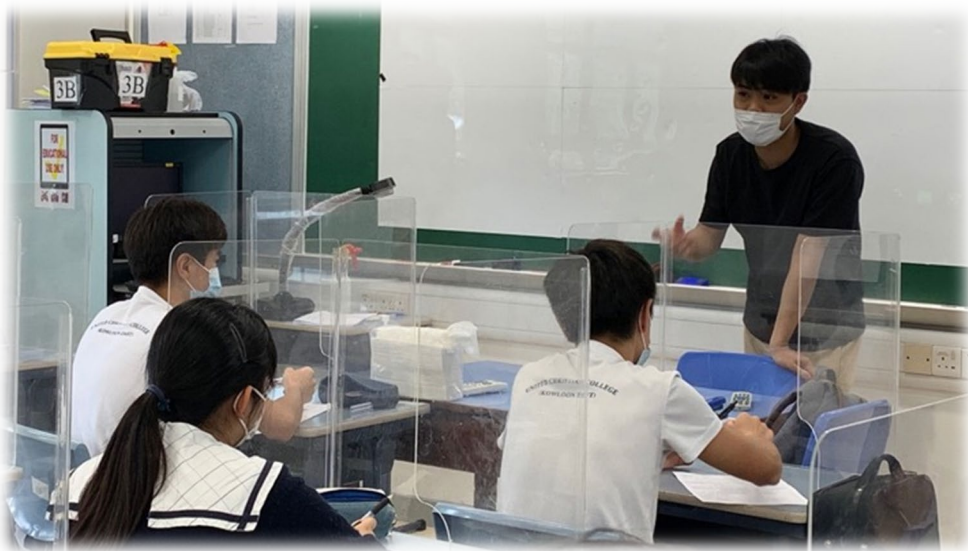


## Life Planning Assembly From Interest to Career (Money? Meaning? Mission?)

1. Finding what you love during your school days
2. From **what you love to do** (interest) to **doing what you love** (career)
3. What you want to contribute to our society through doing what you love (meaning & mission)

Other topics / ideas to touch upon (just Kwok's brainstormed ideas)

On interest	Is your path – from interest to career – a planned one or not? Difficulties in turning interest to career How to equip yourself with that? ....
On careers	How did you enter the profession? How did your education (high school, <u>uni</u> ) equip you for your present work? What attitude/ attributes/ qualities would help you succeed? Things you enjoy most Biggest challenge so far ....
On mission & others	Your views on career Your views on money/ meaning making/ mission in one's career and life Work ethics – dos and don'ts





# S.1 High Table Dinner [NEW]

## LP X Alumni X Dorm



*Creative  
industries,  
Tech  
Career stories*





## C. Understanding career options

(Parties: Alumni, **teachers**, parents)

### C2. Collaboration with teachers

- Linking subject learning to careers
- Through career sharing or workplace learning
- Examples: **Business, PE, THS, Science**





# LP X Econ X BAFS

## (Zoom activity under COVID-19)

## Get to know Banking Industry with QF: “Smart Banking”

向中學宣傳資歷架構計劃



### QF 帶你進入銀行業 智慧銀行篇

2020-2021學年活動

香港銀行學會受銀行業行業培訓諮詢委員會委托，為全港中四至中六同學舉辦銀行業體驗工作坊。銀行作為百業之母，其職能和工作範疇均十分廣泛，並包含了不同專業的人才及發展空間。高中生可透過是次活動親身體驗及與業內人士互動，從而加深對銀行業及資歷架構的認識，以幫助他們規劃升學及未來就業路向。全港高中生均可通過就讀中學報名參加，費用全免。參加者完成活動後更可獲頒出席證書。

活動詳情:

日期: 2020年12月7日 (星期一)

時間: 下午2:15- 4:45

參加名額: 100人 (中四至中六學生)

**活動內容:** 香港金融管理局 (金管局) 是香港的中央銀行機構，其中一個職能是協助鞏固香港的國際金融中心地位。金融科技 (financial technology, 又稱fintech) 帶動全球金融服務不斷創新，亦正改變營商模式及用戶對金融服務的期望。金管局致力維持創新所需要的靈活性，並同時確保消費者權益得到妥善保障。透過參與是次活動，同學可了解金管局在推動金融科技發展的角色其舉措，以及資歷架構在行業人才發展的主要功能。

**活動形式:** 網上工作坊 (分享、小組討論及小遊戲)

**截止報名日期:** 2020年12月1日(星期二)



# LP X PE (Subject & CCA)

三鐵教練 Assembly (zoom) 分享鐵人生涯、  
興趣與事業的結合及當中的喜與樂





# LP X PE (Subject)



## Careers Day – Sports Therapy






# LP X Science

## Aviation Engineering, Vet Science, PT/ OT










Jockey Club College of Veterinary  
Medicine and Life Sciences  
香港城市大學  
City University of Hong Kong  
In collaboration with Cornell University



### Visit to CityU UNIVERSITY FARM

**Date:** 20 March 2024 (Wednesday)  
**Time:** 1400-1600  
**Venue:** 28 Ngau Kwu Leng Path, Lam Tsuen,  
Tai Po (CityU Farm)  
**Target:** S.3 - S.5 Students  
(Biology/Chemistry students  
will be given priority)  
**Activities:**  
1. Introduction on Veterinary Medicine  
2. University Farm Tour



**Registration:** 

**Quota:** 20 students (first come first served)  
**Deadline:** 1 March 2024 (Friday)



## C. Understanding career options

(Parties: Alumni, teachers, parents)

### C3. Collaboration with parents

#### What they do

- From CLD 'participants' to 'partners'
- Workplace sharing/ learning opportunities

#### How to work together

- Start with a survey
- Dream Big, Start Small
- Expectation management
- Clear guidelines yet flexible



**win-win situation**



*Architecture,  
production house,  
design*







## Clinic, Language Centre



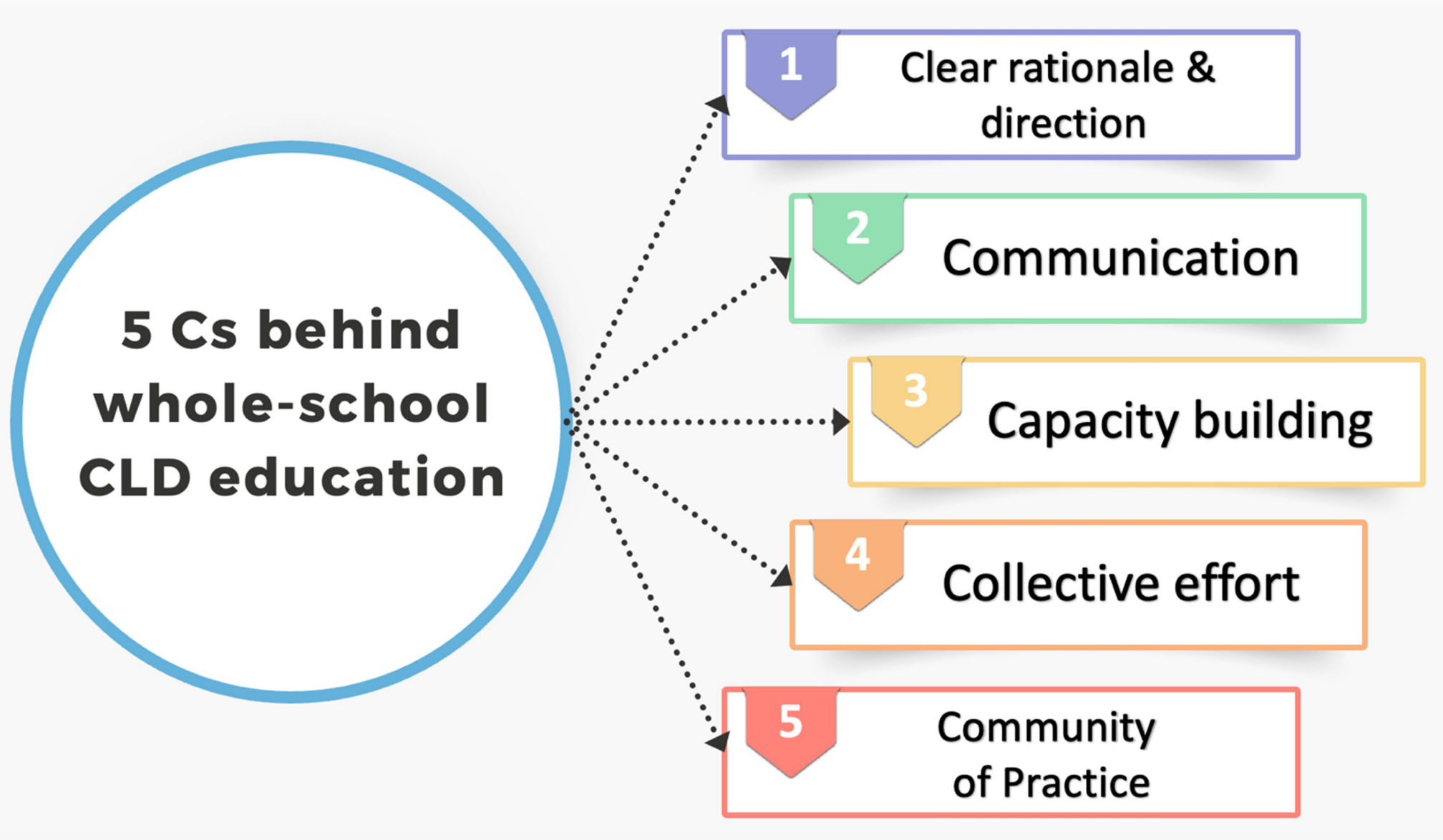
## Part 3 – General Principles & Lessons Learnt

### Questions for myself from time to time

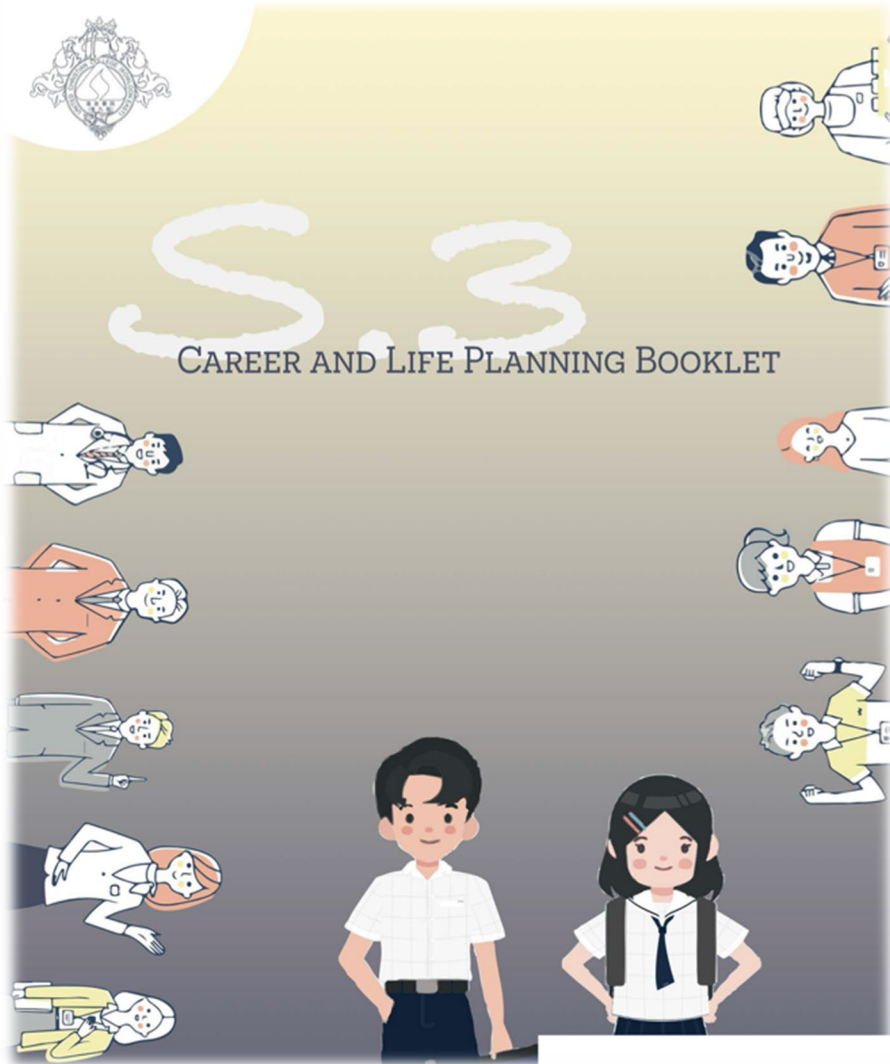
1. How to develop consensus
2. How to encourage teacher engagement
3. Best practices for collaborating with diverse stakeholders



# Part 3 – General Principles & Lessons Learnt



# Resource kit for FTs/ other teachers



## United Christian College (Kowloon East) Life Planning - CAREER COUNSELLING - RESOURCE KIT

### This resource kit...

- gives teachers a direction regarding how to guide students along their path of career exploration
- provides tools to help teachers conduct meaningful discussion with students regarding their value / choices
- provides ways for teachers to get to know more about students
- gives teachers extra resources

### The aims of career counselling

- to give advice regarding students' subject / university choices (based on their current situation and intended future career)
- to understand students' choices and their decision-making process
- to help students consolidate their thoughts and explore further
- to motivate students to do research in order to make an informed choice
- to make clarification if necessary

### Resources for S3 subject choice

#### School-based:

S:\Life Planning\22-23\S.3\5\_S3 Parent-child workshop\_10 Feb\Materials\2\_2023-2024 S4 Course Description\_edit.pdf

\* For NLC [https://www.uccke.edu.hk/wp-content/uploads/2023/03/UCCKE-NLC-Brochure\\_2022-23.pdf](https://www.uccke.edu.hk/wp-content/uploads/2023/03/UCCKE-NLC-Brochure_2022-23.pdf)

#### Others:

EDB - DSE PSHE subjects	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/cross-curricular-resources/introduction-to-ss-subjects-dvd.html">https://www.edb.gov.hk/en/curriculum-development/kla/pshe/references-and-resources/cross-curricular-resources/introduction-to-ss-subjects-dvd.html</a>
EDB - DSE Science subjects	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/science-edu/curriculum-documents.html">https://www.edb.gov.hk/en/curriculum-development/kla/science-edu/curriculum-documents.html</a>
EDB - DSE Business and Technology subjects	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/technology-edu/curriculum-doc/index.html">https://www.edb.gov.hk/en/curriculum-development/kla/technology-edu/curriculum-doc/index.html</a>
EDB - DSE VA	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/curriculum-docs/index.html">https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/curriculum-docs/index.html</a>
EDB - DSE PE	<a href="https://www.edb.gov.hk/en/curriculum-development/kla/pe/curriculum-doc/Index.html">https://www.edb.gov.hk/en/curriculum-development/kla/pe/curriculum-doc/Index.html</a>



## Part 4: Q-A & exchange with participants

