

About CLAP@JC

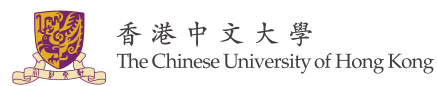
Created and funded by The Hong Kong Jockey Club Charities Trust, CLAP@JC is a ten-year Trust-initiated Project and a cross-sectoral support platform on career and life development (CLD), aiming to foster a sustainable ecosystem by bringing together the education, community and business sectors to smoothen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

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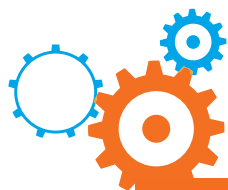
Co-creating Life Planning Education: Case Stories of School Hubs



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Latest Updates

Application to Become a **CLAP@JC Network School**

CLAP@JC is currently recruiting for Cohort 4 (2025–2026 school year) network schools. Successful applicants will be invited to implement the systematic Hong Kong Benchmarks for Career and Life Development (HKBM[®]), which comprises 10 benchmarks, to advance career and life development education. The Project will provide multifaceted support, including school hubs, self-evaluation tools and resources, and professional development courses, with the aim to cocreate a sustainable ecosystem with youth. For any enquiries, please feel free to email us at:

hkbm-clapjc@eduhk.hk



Co-creating Life Planning Education: Case Stories of School Hubs

August 2025



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Preface



Today, the notions of "talent" and "success" are still often narrowly defined by academic performance. This conventional perspective overlooks the diverse potential and unique aspirations of young people, limiting opportunities for social innovation and sustainable development. In the past, career and life education primarily focused on industry awareness and job-seeking skills. However, in an era where artificial intelligence is rapidly transforming the world, we must empower young people with the competencies needed to navigate and explore the future, enabling them to shape their own life paths.

In 2015, CLAP@JC was officially launched. At the time, public understanding of Career and Life Development ("CLD") education was still in its infancy. I had the privilege of collaborating with a group of visionary principals and innovative teachers who shared a passion for transformation. United by a common vision, we embarked on a journey to redefine what "talent" and "success" truly mean.

Drawing on international best practices and thoughtfully adapting to the local educational landscape, we developed the Hong Kong Benchmarks for Career and Life Development (HKBM[®]), introducing two critical new elements—"Student Engagement and Co-creation" and "Parental Engagement and Support". Through pioneering efforts in partner schools, the framework has now been adopted by 145 secondary schools, with increasing number of schools achieving comprehensive excellence across all benchmark criteria. These schools have fostered a sustainable culture of CLD through sound policies, whole-school engagement, and cross-sectoral collaboration. I wholeheartedly applaud the "School Hub" model, in which 18 resource schools lead their respective networks to promote resource sharing and practical exchange. This approach supports professional growth and innovative practice among educators, deepens the application of HKBM[®], and fosters a truly student-centered CLD network. With adoption of the Education Bureau, HKBM[®] is poised to broaden its impact as CLAP@JC's digital resource platform becomes accessible to all schools across Hong Kong, ensuring every student benefits.

We also introduced CV360[®], a transformative approach to résumés that enables young people to holistically showcase their VASK (Values, Attitudes, Skills, and Knowledge). By moving beyond traditional academic credentials, CV360[®] encourages employers and communities to recognize diverse talents.

Within this student-centered framework, young people are no longer passive recipients of services but active creators of their own life journeys. They explore their aspirations, grow with parental support, and inspire society to embrace a broader definition of "success", allowing for diverse pathways and interpretations of what a fulfilling life can mean.

This special edition brings together insights from principals and teachers across 18 school network hubs, celebrating the unwavering commitment and achievements of the project team, educators, and students. My heartfelt gratitude goes to every participant—your contributions are expanding the horizons of possibility for CLD education in Hong Kong, empowering every young person to embrace a future that is both unique and remarkable.

Ms. Winnie Ying
Head of Charities (Education & Youth Cluster)
The Hong Kong Jockey Club



CLAP@JC

The ten-year CLAP@JC initiative, funded and created by The Hong Kong Jockey Club Charities Trust, connects the education, social-service and business sectors to drive a paradigm shift in Career and Life Development (CLD). Its overall objective is to support young people in making a smooth transition from school to the world of work.

To enhance professional standards, CLAP@JC has worked with international consultants and local experts to design a systematic framework – the Hong Kong Benchmarks for Career and Life Development (HKBM®). The framework supports young people from diverse backgrounds to build personal aspirations, develop relevant competencies, and become proactive in managing their life journeys, exploring multiple pathways aligned with their Values, Attitudes, Skills and Knowledge (VASK).

So far, more than 300 secondary schools in Hong Kong have received CLAP@JC CLD support. Among them, 145 secondary schools, 115 youth-service units and over 3,000 employers have formed a network that systematically implements the HKBM® in schools and establishes sustained Professional Learning Communities across the network.

Vision for Introducing HKBM®

The focus of CLAP@JC is to build a sustainable ecosystem that, through cross-sectoral collaboration among schools, communities and workplaces, supports young people in their transition from school to work and enables them to pursue fulfilling and meaningful lives.

Secondary school is a vital learning community where students acquire core values, attitudes, skills and knowledge. To prepare them for a rapidly changing future, CLD should be placed at the forefront of school priorities.

With the support of The Hong Kong Jockey Club Charities Trust, CLAP@JC introduced the Hong Kong Benchmarks for Career and Life Development (HKBM®) to the education sector in 2020. The initiative aims to enhance existing school-based CLD efforts and bring meaningful changes and benefits to both schools and students.

At the school level, the CLAP@JC team has drawn on the success of the UK's Gatsby Benchmarks, while integrating the DNA of CLAP@JC and local educational needs to develop a self-improvement tool tailored to Hong Kong schools. This helps schools plan and implement high-quality CLD programmes in a structured and progressive manner.

Providing Critical Friend Support

A cross-sectoral HKBM® team provides each participating school with Critical Friend Support on its self-evaluation and action planning for CLD. Serving as external peers, the critical friends offer fresh perspectives and professional insights for school improvement.

The team comprises four professional domains drawn from universities and organisations:

- The Education University of Hong Kong
- Hong Kong Christian Service
- Hong Kong Children and Youth Services
- Generation Hong Kong

Each partner contributes unique expertise to provide comprehensive support to school:

Assessment and Action Plan Advisor – The Education University of Hong Kong

- Guide schools in using the HKBM® Toolkit, encouraging teachers to examine, evaluate and refine their action plans from different perspectives.

Hub Facilitators – Hong Kong Christian Service and Hong Kong Children and Youth Services

- Coordinate and support Critical Friend engagement with schools, helping to organise meetings and share good practices.
- Provide student-centred support for teachers and design various CLD assessment tools and resources.

Enterprise Advisors – Generation Hong Kong

- Strengthen school-business connections.
- Offer students diverse opportunities for workplace experiences.

Community Connectors – Hong Kong Christian Service and Hong Kong Children and Youth Services

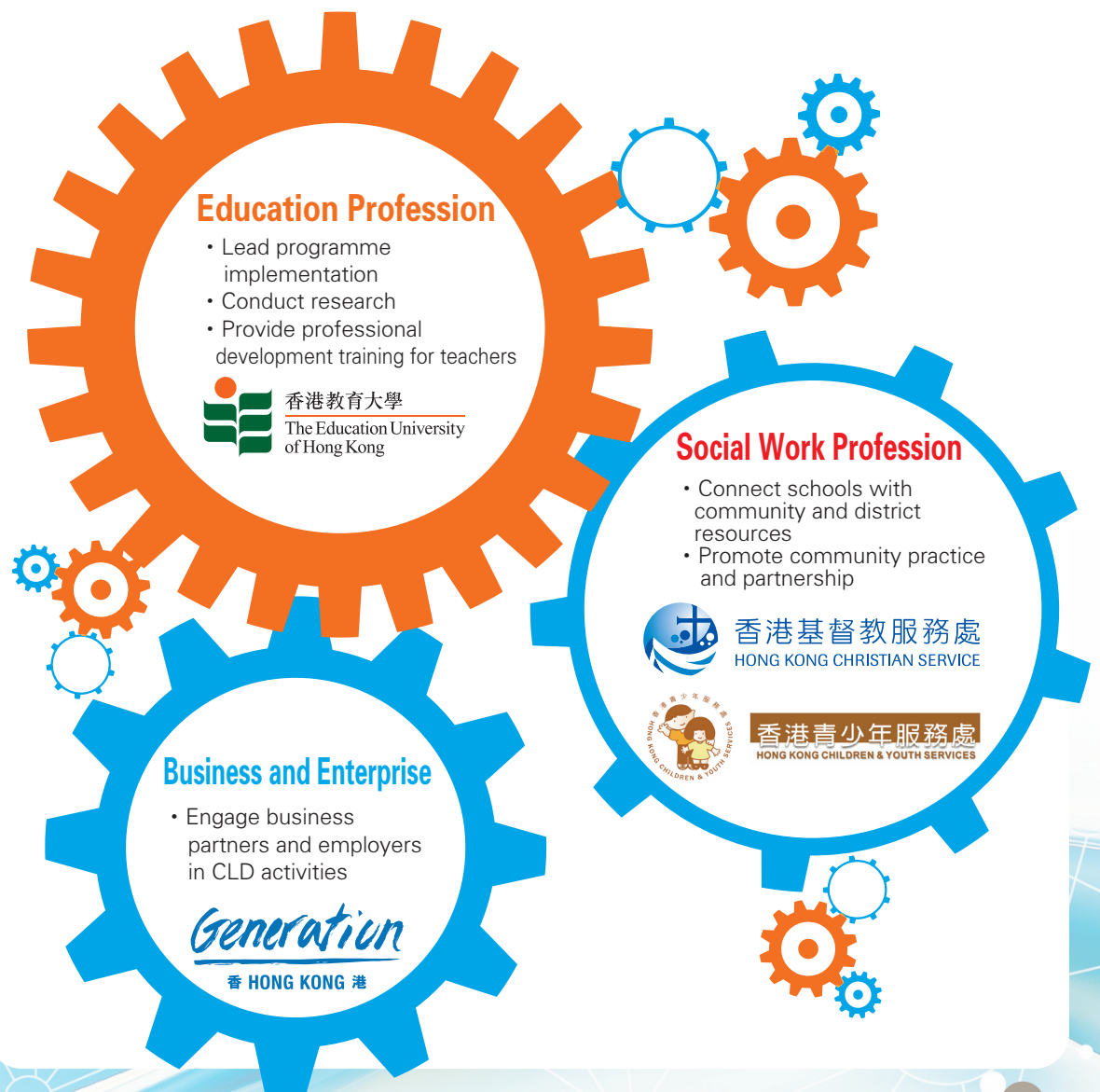
- Implement the Alternative Path Finder Pilot Scheme, linking 24 network schools with cross-sector teams to support students with low motivation or potential early school-leaving risks.
- Provide transitional CLD services and establish effective intervention models that connect schools with community units for referral mechanisms and long-term support.

CLAP@JC Cross-professional Collaboration to Support Schools in Building Quality Career and Life Development Education



Since 2020, more than 300 secondary schools in Hong Kong have received CLAP@JC CLD support. Among them, 145 schools have become network schools that implement the HKBM® systematically, creating sustained Professional Learning Communities within their institutions. As a structured self-improvement framework, the HKBM® enables schools to establish quality Career and Life Development education and to cultivate students' sense of future.

Led and coordinated by The Education University of Hong Kong, the cross-disciplinary HKBM® team combines expertise from different fields to realise the Benchmarks in practice:





Hong Kong Benchmarks for Career & Life Development (Schools)[®]

The Hong Kong Benchmarks for Career and Life Development (Schools)[®] (called HKBM[®] below) 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 2019–2020 school year.

The HKBM[®] sets out good practice standards for schools and can be used as a holistic framework for schools to plan and coordinate provisions on CLD education.



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.

Message from the Director (Schools)

Drawing on the best practices implemented by the UK's Gatsby Benchmarks, the "CLAP@JC" initiative is designed to shape the Hong Kong Benchmarks for Career and Life Development (HKBM[®]) by bringing participating schools together through what are known as "school hubs" to form a community of practice, where they can share valuable experiences, knowledge, resources and networks. This community-based model helps schools put career and life development (CLD) education into practice in a school-based context. As an integral part of critical friend support, each school hub is led by a hub convener who brings together efforts across network schools. They collaborate with assessment and action plan advisors and hub facilitators to set up meetings, exchange best practices and co-create professional communities that drive cross-school collaboration in CLD activities.

This publication outlines six key features of effective practice within school hubs: establishing professional networks, fostering collaboration between hub conveners and critical friends, pooling resources, facilitating inter-school co-operation, generating knowledge aligned with HKBM[®], and co-developing joint-school career ambassador programmes. Not only are they considered to be best practices but they also demonstrate the transformation of school hubs into high-quality professional learning communities. Evaluation data from the first and second cohorts indicate broad satisfaction among participating schools, with many expressing continued commitment to co-organising CLD activities and regularly exchanging insights. The findings suggest that, with sustained support from network schools, school hubs have progressively strengthened professional learning and contributed to a growing repository of effective practices in CLD education.

The best practices exemplified above also reflect the four foundationals that underpin school hubs: industry benchmarks, synergy, dynamic dialogue and professional learning. The close collaboration among hub conveners, assessment and action plan advisors and hub facilitators has been instrumental to their success. Looking ahead, the continued advancement of CLD education in Hong Kong will require stronger "lateral energy" to drive the next phase of development—a role that school hubs are well placed to play.

Dr. Stephen Y. W. Yip
Director (Schools), CLAP@JC
The Education University of Hong Kong

As global education reform progresses in the 21st century, school networks have emerged as key forces driving professional exchange and generating lateral energy (Hargreaves, 2003), particularly effective during the mid-to-late stages of the reform. In Hong Kong, however, support for student career development is often hindered by the "silo effect" of highly school-based ecosystems. While a small number of traditional schools benefit from robust network resources, the majority operate in relative isolation. The sector also lacks coherence in advancing high-quality CLD education, with limited shared frameworks, common language or platforms for collaboration and knowledge co-creation. Against this backdrop, countries such as the UK have introduced structured career networks, establishing communities of practice underpinned by benchmark-driven frameworks (DfE, 2017; Gatsby Foundation, 2024).



Dr. Stephen Y. W. Yip

School Hubs as HKBM[®]-guided Professional Communities

Building on the successful integration of the Gatsby Benchmarks into the "CLAP@JC" initiative, HKBM[®] were localised and officially introduced in 2020. Each participating school is connected to a school hub to facilitate peer support through the structured exchange of resources and professional experiences. Within this framework, designated resource schools are tasked with leading the development of the hubs and fostering communities of practice. The HKBM[®] professional team, comprising enterprise advisors (volunteers from industry), hub facilitators (social workers from two partner NGOs) and assessment and action plan advisors from The Education University of Hong Kong, provides targeted guidance and collaborative support to strengthen schools' delivery of CLD education. According to HKBM[®] data, participating network

schools demonstrated marked progress across all ten benchmark domains, achieving an average improvement of 43 per cent over a three-year period.

The Concept of School Hubs

Spanning five years and three cohorts (each lasting two years), the initiative has engaged 145 secondary schools, representing about one-third of all secondary schools in Hong Kong. With support from the school hubs and in collaboration with education professionals, community partners and industry stakeholders, participating schools have employed the HKBM[®] framework to undertake systematic self-evaluation and strategic planning. This has laid a solid foundation for embedding a sustainable, whole-school approach to CLD education.

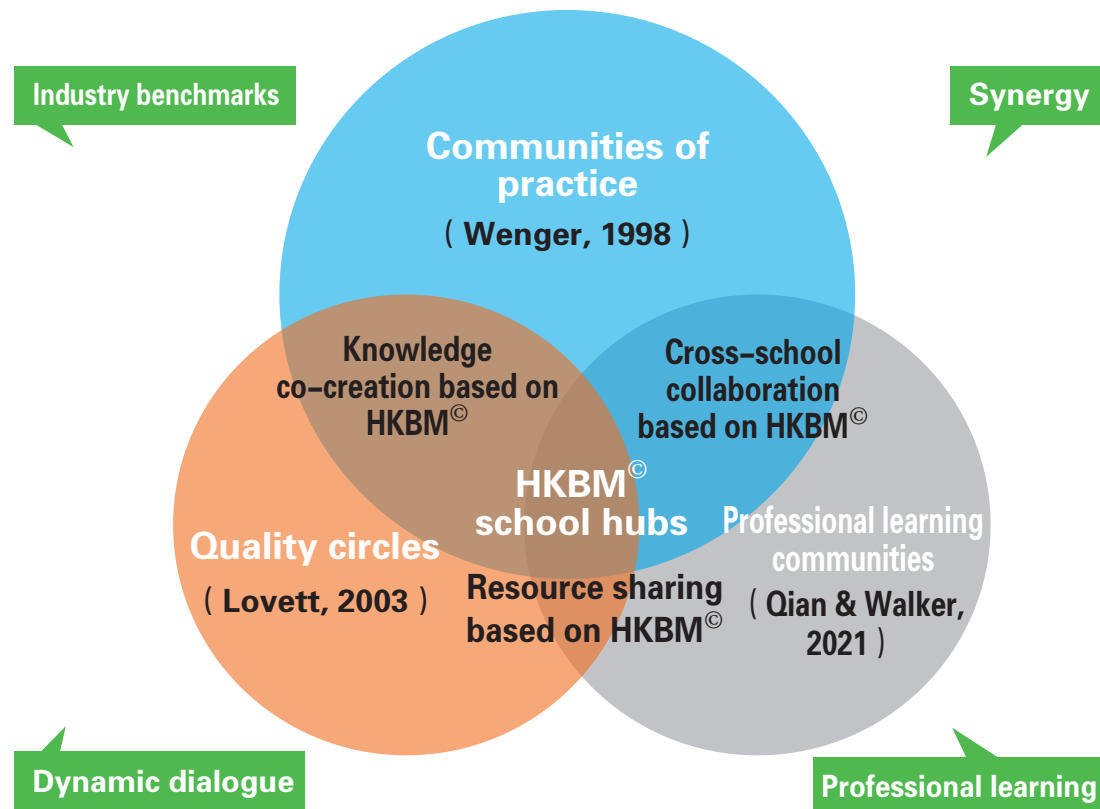
Key functions of school hubs:

1. Facilitate professional exchanges in the implementation of HKBM[®].
2. Strengthen resource sharing across domains during the rollout of HKBM[®] (e.g. alumni networks, learning materials, etc.).

3. Organise joint-school CLD activities, supporting mutual aid and collaboration in applying HKBM[®].

4. Co-create practice-based knowledge aligned with HKBM[®] and share widely with the broader community.

The Concept of School Hubs



Source: Compiled by the author (2024) based on the concept of the HKBM[®] School Hub

From a conceptual standpoint, school hubs function as communities of practice (Wenger, 1998) with a view to bringing together network schools that share a common commitment to implementing the HKBM[®]. These communities foster mutual learning, reflective dialogue and collaborative problem-solving. As Wenger (2002) defines it, a community of practice is "a group of people who share a concern or passion for something they do and learn how to do it better as they interact regularly".

Besides, school hubs also operate as professional learning communities (Qian & Walker, 2021), distinguished by their focus on sustained, collaborative, inclusive and reflective professional development. Through targeted training, including international exchanges, hub conveners across schools are recognised experts and voice leaders for HKBM[®] implementation. They actively participate in professional initiatives and peer collaboration, serving as critical friends within and beyond their networks. Furthermore,

school hubs may also be seen as quality circles (Lovett, 2003; Abukhader, 2023). As Lovett suggests, such structures not only uphold rigorous standards of practice but also align with policy expectations. The HKBM[®] framework corresponds closely with the Education Bureau's Guidelines on Life Planning Education and Career Guidance for Secondary Schools (2021), offering a structured, whole-school approach to implementation. Moreover, the self-assessment

and action planning conducted by network schools are actually in line with the Education Bureau's quality assurance framework, specifically its "school self-assessment mechanism". This, in turn, supports schools in meeting the objective of life planning as one of the "seven learning goals of secondary education". In this regard, school hubs provide a co-ordinated platform through which schools collectively advance excellence in CLD policy and practice.

Conclusion

It has been a decade since the 2014 Policy Address introduced life planning education in Hong Kong. While government-led support has laid a strong foundation, international comparative studies (Mann, 2020) indicate that student participation in career development activities remains limited. Drawing on insights from Phase 2 of the "CLAP@JC" initiative and international best practices, it is evident that schools require the added momentum – or lateral energy – offered cross-sectorally by collaborative frameworks such as school hubs. Through cross-school and cross-sector partnerships, underpinned by common benchmarks and a culture of continuous improvement, Hong Kong is well positioned to advance into a second wave of development in CLD education.

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CLAP@JC

Vision and Features of the School Hub

Recognising that schools are at different stages in implementing Career and Life Development (CLD), CLAP@JC provides participating schools with a range of resources and support. This includes establishing School Hubs and actively encouraging schools to build Communities of Practices, so that the power of networks can be created and leveraged.

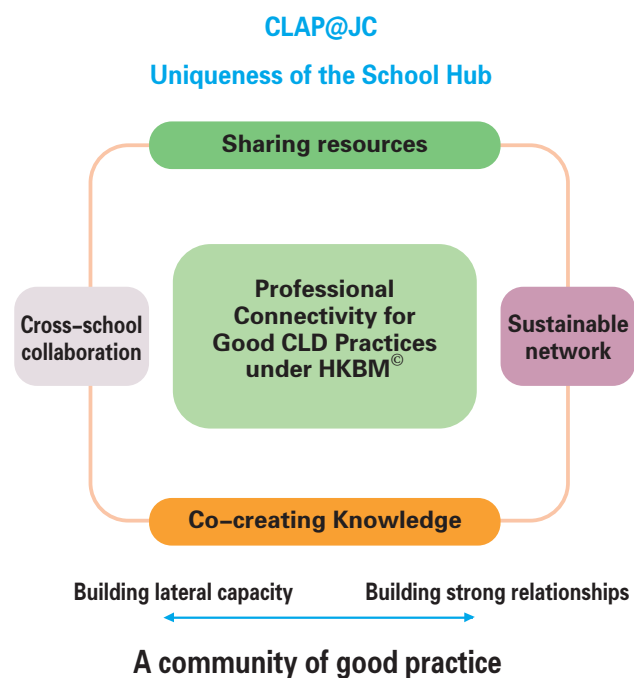
Building Lateral Network Capacity

Schools with similar student development needs are connected to form School Hubs where they learn from one another, share resources and co-create knowledge. Centred on linking professional strengths across schools, the Hub promotes quality CLD under the framework of the Hong Kong Benchmarks for Career and Life Development (School)[®] (HKBM[®]). Communication and collaboration among schools become more effective and synergistic. For example, when a school plans to link CLD elements or workplace learning experiences with the curriculum, sharing by other Hub schools and resource exchange can facilitate professional development in the relevant areas. Resource schools and network schools can jointly negotiate development goals and co-plan activities, share resources, cultivate a cross-school collaborative environment, and co-build a body of knowledge. In doing so, lateral network capacity is strengthened among schools, and a sustainable network is formed.

The project actively encourages schools to build HKBM[®] Communities of Practices, creating and utilising network power that includes teacher connections within a Hub, lateral capacity building among schools (Hargreaves, 2003), and connections with business partners. With

shared goals and sustained interaction, deeper professional knowledge and practice in CLD are built. Within a School Hub, experience sharing supports knowledge transfer among individuals and groups within a school and enables transposition of professional knowledge across schools (OECD, 2003).

Participating schools form HKBM[®] Communities of Practices and establish mutual-support networks. Resource schools serve as Hub Conveners, leading professional exchange and collaboration across the Hub. Network schools are willing collaborators, committing to core changes in how CLD is implemented.



Promoting Cross-sectoral Collaborative Dialogue

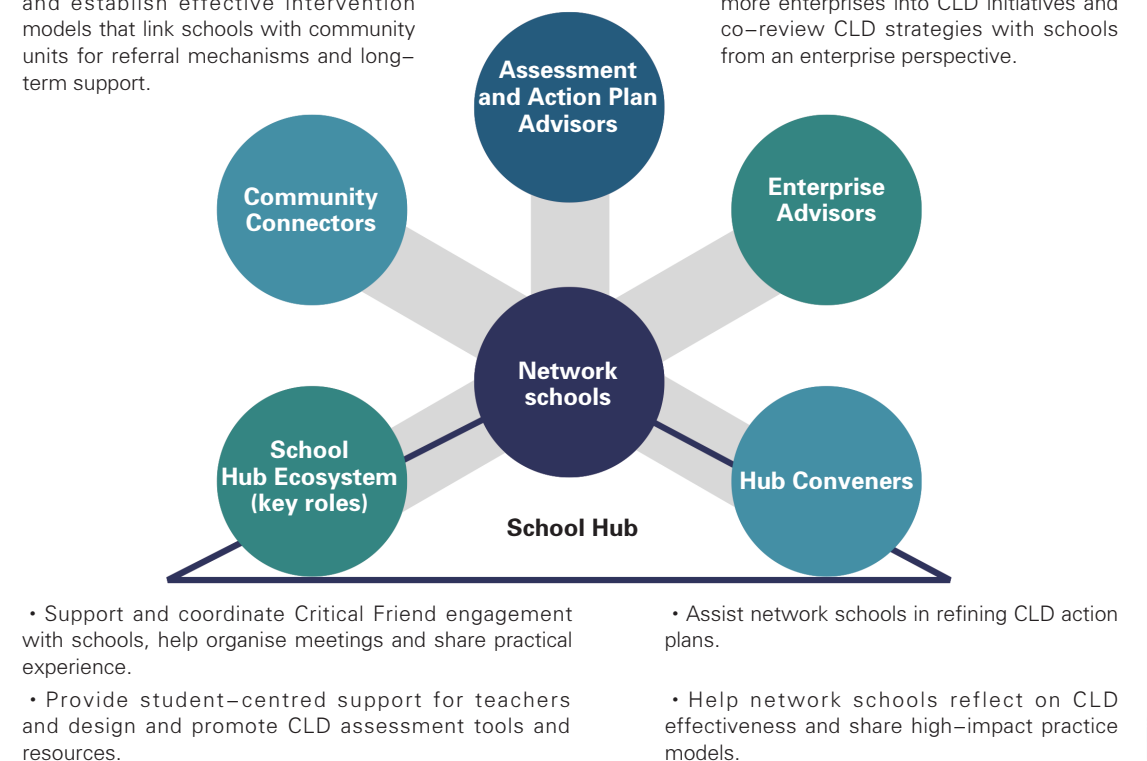
By gathering different schools and professionals from various sectors within the same School Hub, the project promotes and shares what good looks like and introduces professional knowledge and industry information that help students explore pathways using relevant, timely insights. The School Hub has created a professional exchange platform where all collaborators share resources and teachers engage directly with industry professionals, improving collaboration efficiency. Critical Friends in the project include Assessment and Action Plan Advisors (AAPA), Hub Conveners (HC), Hub Facilitators (HF), Enterprise Advisors (EA) and

Community Connectors (CC). They become trusted companions of schools, offering fresh perspectives and inspiring insights from different angles, and working alongside schools to sustain quality CLD.

With the support and encouragement of Critical Friends, schools share good practices and challenges, deepen mutual understanding, share resources, and promote cross-school collaboration and professional exchange. Inter-school activities are organised to jointly advance CLD, keeping student wellbeing at the centre. Through long-term interaction, a culture of communication and collaboration is created, building a sustainable network and stable relationships.

Critical Friend Support

- Assist schools in applying the HKBM (School)[®] framework to build quality CLD policies and practical strategies.
- Guide teachers to think, evaluate and reflect on action plans from multiple perspectives.
- Provide Alternative Path Finder services and establish effective intervention models that link schools with community units for referral mechanisms and long-term support.
- Leverage business networks to bring more enterprises into CLD initiatives and co-review CLD strategies with schools from an enterprise perspective.



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For further info



Network Schools & School Hubs

(As of May 2025, in alphabetical order)

Hub A1

Resource School:
TWGHs Yow Kam Yuen College

Network Schools:
Delia Memorial School (HIP WO)
Jockey Club Man Kwan EduYoung College
Ju Ching Chu Secondary School (Kwai Chung)
Ko Lui Secondary School
Man Kwan Pak Kau College **
Society of Boys' Centres Hui Chung Sing Memorial School
TWGHs Lee Ching Dea Memorial College

Hub A2

Resource School:
Ling Liang Church M.H. Lau Secondary School

Network Schools:
Academy of Innovation (Confucius Hall)
Buddhist Ho Nam Kam College
Caritas Fanling Chan Chun Ha Secondary School
CCC Yenching College
Gertrude Simon Lutheran College
HHCKLA Buddhist Leung Chik Wai College

Hub A3

Resource School:
Buddhist Tai Kwong Chi Hong College

Network Schools:
HHCKLA Buddhist Ching Kok Secondary School
Ho Ngai College (Sponsored By Sik Sik Yuen)
New Asia Middle School
Po Leung Kuk Vicwood K.T. Chong Sixth Form College
St. Francis of Assisi's College
TWGHs C Y Ma Memorial College

Hub B1

Resource School:
Caritas St. Joseph Secondary School

Network Schools:
Buddhist Sum Heung Lam Memorial College
Buddhist Yip Kei Nam Memorial College
Caritas Ma On Shan Secondary School
Islamic Kasim Tuet Memorial College
Mu Kuang English School
Newman Catholic College
St. Antonius Girls' College

Hub B2

Resource School:
Pentecostal Holiness Church Wing Kwong College

Network Schools:
Buddhist Hung Sean Chau Memorial College
C.C.C. Kei Heep Secondary School
Choi Hung Estate Catholic Secondary School
Ho Lap College (Sponsored by Sik Sik Yuen)
Kit Sam Lam Bing Yim Secondary School
Lok Sin Tong Yu Kan Hing Secondary School
Ng Wah Catholic Secondary School

Hub B3

Resource School:
Rhenish Church Pang Hok Ko Memorial College

Network Schools:
Buddhist Mau Fung Memorial College **
Cheng Chek Chee Secondary School of Sai Kung & Hang Hau District, N.T.
Concordia Lutheran School-North Point
ECF Saint Too Canaan College
Hong Kong Chinese Women's Club
HKCWC Fung Yiu King Memorial Secondary School
Ju Ching Chu Secondary School (Yuen Long)
Ling Liang Church E Wun Secondary School
Tuen Mun Catholic Secondary School

Hub C1

Resource School:
Po Kok Secondary School

Network Schools:
C.C.C. Kung Lee College **
Chiu Chow Association Secondary School
HKS KH Bishop Hall Secondary School **
Ju Ching Chu Secondary School (Tuen Mun)
St. Stephen's Church College
Yu Chun Keung Memorial College

Hub C2

Resource School:
The Church of Christ in China Kei Chi Secondary School

Network Schools:
C.C.C. Fong Yun Wah Secondary School
Christian Alliance S W Chan Memorial College
Delia Memorial School (Hip Wo No.2 College)
HKCCCU Logos Academy
Madam Lau Kam Lun Secondary School Of Miu Fat
Buddhist Monastery
SKH Holy Trinity Church Secondary School
St. Joseph's Anglo-Chinese School

Hub C3

Resource School:
Salesians of Don Bosco Ng Siu Mui Secondary School

Network Schools:
CCC Kwei Wah Shan College
HK Juvenile Care Centre Chan Nam Cheong Memorial School
Hong Kong Red Swastika Society Tai Po Secondary School
Queen Elizabeth School Old Students' Association Tong Kwok Wah Secondary School
SKH St. Simon's Lui Ming Choi Secondary School
The Salvation Army William Booth Secondary School

Hub D1

Resource School:
Queen Elizabeth School
Old Students' Association Secondary School

Network Schools:
Chiu Lut Sau Memorial Secondary School
Shek Lei Catholic Secondary School
St. Peter's Secondary School **
Stewards Pooi Tun Secondary School
Tang King Po School
Tsung Tsin College
United Christian College

Hub D2

Resource School:
ELCHK Lutheran Secondary School

Network Schools:
Baptist Wing Lung Secondary School
Chinese YMCA Secondary School
Fanling Kau Yan College
NLSI Peace Evangelical Secondary School
Precious Blood Secondary School
SKH Kei Hau Secondary School
TWGHs Kwok Yat Wai College
TWGHs Sun Hoi Directors' College

Hub D3

Resource School:
SKH Bishop Baker Secondary School

Network Schools:
Po Leung Kuk Lo Kit Sing(1983) College
Po On Commercial Association Wong Siu Ching Secondary School
SKH Lam Kau Mow Secondary School
Tak Nga Secondary School
TWGHs Li Ka Shing College
Yan Chai Hospital Law Chan Chor Si College
Yan Oi Tong Tin Ka Ping Secondary School

Hub E1

Resource School:
Daughters of Mary Help of Christians Siu Ming Catholic Secondary School

Network Schools:
Kowloon True Light School
Kwok Tak Seng Catholic Secondary School
Maryknoll Convent School (Secondary Section)
Pui Kiu College
Queen's College ***
St. Paul's School(Lam Tin)
TWGHs Wong Fut Nam College
Wong Shiu Chi Secondary School
Yuen Long Merchants Association Secondary School

Hub E2

Resource School:
United Christian College (Kowloon East)

Network Schools:
Christian Alliance Cheng Wing Gee College
Christian Alliance S C Chan Memorial College
Evangel College
HKFYG Lee Shau Kee College
HKMLC Queen Maud Secondary School
NLSI Lui Kwok Pat Fong College
St. Francis' Canossian College
St. Joseph's College

Hub E3

Resource School:
Po Leung Kuk Wu Chung College

Network Schools:
Ho Fung College (Sponsored By Sik Sik Yuen)
Po Leung Kuk Laws Foundation College
Po Leung Kuk Ngan Po Ling College
Pui Kiu Middle School
Shun Tak Fraternal Association Seaward Woo College
The ELCHK Yuen Long Lutheran Secondary School
TWGHs Kap Yan Directors' College
Valtorta College

Hub F1

Resource School:
Society Of Boys' Centre Shing Tak Centre School

Network Schools:
Aberdeen Technical School
Buddhist Fat Ho Memorial College
Ebenezer School
Hong Kong Sea School
Lions Clubs International
Tseung Chui King College *
Society of Boys' Centres Chak Yan Centre School

Hub F2

Resource School:
HKWMA Chu Shek Lun Secondary School

Network Schools:
Carmel Bunnan Tong Memorial Secondary School
CCC Rotary Secondary School
Delia Memorial School (Glee Path)
HKICC Lee Shau Kee School of Creativity
Lingnan Secondary School
Sai Kung Sung Tsun Catholic School(Secondary Section)
Tak Sun Secondary School

Hub F3

Resource School:
The HKTA Ching Chung Secondary School

Network Schools:
HKSYP & IA Chan Nam Chong Memorial College
Caritas Yuen Long Chan Chun Ha Secondary School
Lung Kong WFSL Lau Wong Fat Secondary School
Simple Memorial Secondary School
SWCS Chan Pak Sha School
Tsang Pik Shan(Sung Lan) Secondary School
Yan Chai Hospital No. 2 Secondary School

* Resource School (2020–2022)

** Resource School (2020–2023)

*** Resource School (2020–2024)

Learn More





From left: Ms. Ng Yuk-san, Vice-Principal of ELCHK Lutheran Secondary School; Ms. Wong Kwan-fong, Career Mistress of St Peter's Secondary School; Ms. Wu Kit-ying, Career Mistress of Queen Elizabeth School Old Students' Association Secondary School; Mr. Wong Shing-Fung, Deputy Head of Careers Section of SKH Bishop Baker Secondary School; and Mr. Wong Lik-hak, Principal of SKH Bishop Baker Secondary School.

Diverse Professional Collaboration: Promoting Cross-sectoral Connection and Optimizing Career and Life Development Education



This collaborative network—comprising education professionals, social service practitioners, industry representatives and multiple schools—fosters mutual learning and professional growth across sectors.

School Hubs bring together a range of stakeholders, including Resource Schools, Network Schools and professionals from the education, social welfare, and the business sectors, which further includes Assessment and Action Plan Advisors (AAPA), Hub Facilitators (HF) from social service organisations, Enterprise Coordinators (EC) and Enterprise Advisors (EA). Through close collaboration, these actors form a cross-sectoral partnership network. Hub Conveners (HC) from various schools have observed that such inter-disciplinary collaboration not only enhances the implementation of CLD education but also **strengthens teachers' professional capacity.**

A Strategic Framework for Advancing Career and Life Development Education in Schools

One of the key strengths of School Hubs lies in their use of the Hong Kong Benchmarks for Career and Life Development HKBM[®], which comprise ten benchmarks covering all major dimensions of CLD education. Assessment and Action Plan Advisors (AAPA) under the CLAP@JC initiative support schools in conducting self-evaluations, using the HKBM[®] to review their career development policies and identify areas for improvement.

Ms. Wu Kit-ying, teacher at Queen Elizabeth School Old Students' Association Secondary School, noted

that the benchmarks offer schools a comprehensive and structured development framework, along with objective and concrete evaluation indicators to support continuous improvement. For example, in response to Benchmark 1—A Stable and Visible Career and Life Development Policy—the school adopted the recommended whole-school approach. Both the principal and teachers actively took part, and the school also engaged board members with business backgrounds to conduct mock interviews with students. This practice made use of internal and external resources, providing students with valuable real-world interview experience while reinforcing the school's commitment to their career development.



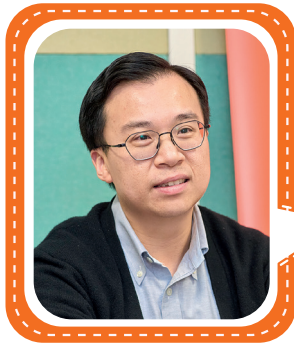
Ms. Wu believes that schools can refer to the ten HKBM[®] benchmarks to continuously refine their CLD measures, striving for ongoing improvement.

“HKBM[®] provides schools with a comprehensive framework, along with objective and concrete evaluation indicators.”

— Ms. Wu Kit-ying,
Queen Elizabeth School Old Students' Association
Secondary School



By adopting HKBM[®] as a shared language and reference framework, School Hubs facilitate professional exchange among schools. This enables the sharing of resources and practical insights, ultimately elevating the overall quality of CLD education.



“The ten HKBM[®] benchmarks represent ten key dimensions. Using them as a common language makes it easier to create shared understanding.”

– Mr. Wong Shing-fung,
SKH Bishop Baker Secondary School

Mr. Wong believes that while Resource Schools share their experience and insights, they also benefit from the inspiration gained through professional exchange.



Through the joint-school activity—supported by professionals from the social welfare and business sectors—students were guided to recognise their strengths and build skills for exploring multiple career pathways.

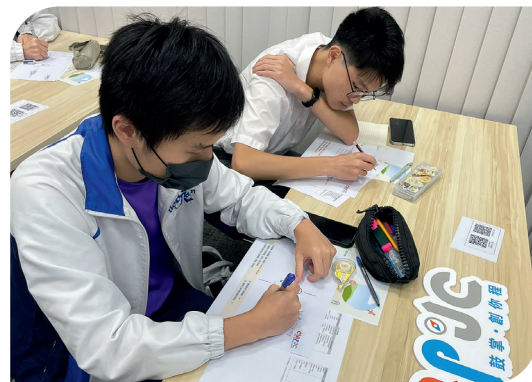
HKBM[®] has become a shared language among network schools, facilitating collaboration and communication. Mr. Wong recognises the complementary role HKBM[®] plays in enabling cross-sector dialogue. He explained: "HKBM[®] provides a lingua franca for all stakeholders within the hub. Its ten benchmarks represent the ten core dimensions of CLD education and succinctly capture shared areas of concern among schools. Using these benchmarks as a foundation for discussion helps stakeholders better understand each other's perspectives and fosters meaningful dialogue.

As a Resource School representative, Mr. Wong frequently visits network schools with his team to understand their needs and offer support. In collaboration with Hub Facilitators (HF) and Assessment and Action Plan Advisors (AAPA), he helps drive the ongoing development of professional networks and facilitate resource sharing. With the guidance of the HKBM[®] framework and the support of cross-sectoral coordination, schools are better positioned to identify specific challenges or gaps in CLD education and to respond swiftly and effectively through tailored critical friend support.

Cross-sectoral Collaboration to Stretch Student Potential

The value of School Hubs lies in their capacity to foster professional exchange among network schools, enabling collective growth through shared resources and practical expertise. A strong example of this is the joint-school mock interview event organised by Queen Elizabeth School Old Students' Association Secondary School. The initiative not only demonstrated robust collaboration among participating schools, but also showcased the effectiveness of cross-sector partnerships.

According to Ms. Wu Kit-ying, the event brought together four schools and was delivered in collaboration with the CLAP@JC team, who coordinated the participation of professionals from sectors such as banking and finance, marketing, information technology, corporate services, and environmental, social and governance (ESG) consultancy. These professionals offered industry talks and conducted mock interviews to support student development.



With the help of the CV360[®] tool, students compiled their prior learning experiences and transformed them into personalised CVs, showcasing their unique profiles.

"ESG is an emerging profession that has given rise to a range of new roles and job types. As career development teachers, we may not fully grasp the latest trends. Having professionals share their first-hand insights was beneficial not only for the students, but also for us as educators since it also expanded our knowledge." Stated by Ms. Wu Kti-ying.

Ms. Wu further noted that after each interview, Enterprise Advisors (EA) provided individualised feedback to students, offering constructive advice on how to improve and identifying areas of strength and development. The collective participation of multiple stakeholders and the cross-sectoral collaboration lent the event greater depth, scale and impact.

As part of the programme, EAs also delivered interview skills workshops to help students understand key elements of the recruitment process from an employer's perspective. Meanwhile, Hub Facilitators (HF) guided students in using the CV360[®] tool to consolidate their experiences—ranging from personal interests and unpaid work to voluntary service and CLD-related activities – and to craft résumés that bring out their unique strengths. This process enabled students to identify and articulate their individual talents and competencies.

Cross-school Exchange Drives Innovation in CLD Education

School Hubs serve as a catalyst for cross-school exchange. Hub Conveners and the CLAP@JC team make regular visits to network schools, engaging career development teachers in deep dialogue to better understand their school context, goals, challenges and support needs. Together, they explore improvement strategies and share practical insights and successful experiences.

Vice Principal Ms. Ng Yuk-san of ELCHK Lutheran Secondary School remarked that such exchanges go beyond experience-sharing; they often spark new

ideas and lead to innovative initiatives that enhance school-based CLD programmes.

"For example, our school has run a 'Career Enrichment Class' for several years, which traditionally relied on alumni to share their industry experiences. However, the range of industries represented by alumni was limited and did not fully address the diverse interests and needs of our students," she explained.

Through an exchange with Ms. Wong Kwan-fong of St Peter's Secondary School, Ms. Ng was inspired by their proactive outreach model. Drawing on this example and with support from the EA network, her school began reaching out to a wider range of industry professionals to serve as Multiple Pathways Mentors. Students were introduced to different industries, covering outlooks, job roles and VASK (Values, Attitudes, Skills and Knowledge) requirements, helping them explore future career options with greater clarity.

Ms. Ng noted that the sustainability of School Hubs depends on leveraging shared platforms to facilitate ongoing idea exchange and knowledge transfer among schools.



A VASK-based teacher workshop was also held to collaboratively identify effective guidance strategies for students with special educational needs, aiming to enhance their motivation for career exploration.

“School Hubs are platforms that connect stakeholders across sectors and facilitate cross-professional collaboration.”

– Ms. Ng Yuk-san,
Vice Principal, ELCHK Lutheran Secondary School



Ms. Ng believes that such exchange among network schools is key to generating fresh ideas and inspiring innovation.

Bond building: Cross-school Collaboration and Cross-sectoral Engagement

Both Resource Schools and Network Schools have practices worth learning from. Ms. Wong Kwan-fong of St Peter's Secondary School, one of the first-generation Hub Conveners, believes that an open attitude—one that embraces both sharing and learning—is essential. She explained: "Our school used to provide progression counselling only for Secondary 5 students. After observing that several network schools had successfully implemented similar support from as early as Secondary 3, we decided to follow suit and pilot the approach."

She also cited another example where a network school replaced the traditional Parent-Teacher Day with a Career Day, during which class teachers met with parents to discuss students' career development and provide forward-looking guidance. These successful

experiences and fresh ideas offer valuable reference points for others.

Vice Principal Ms. Ng Yuk-san shared how collaboration among schools has gradually fostered genuine professional bonds. Describing fellow educators as trusted allies, she recalled: "One network school experienced the sudden departure of a teacher responsible for CLD education, and had to assign a new teacher with no prior experience in this area. I shared my resources and experience with her without hesitation, even inviting her to observe my lessons. I supported her every step of the way as a peer, guiding her professional growth. We continue to explore ways to refine our curriculum and measures, with the shared goal of better preparing students for their career journeys."

Ms. Ng described the School Hub as an effective platform for connecting stakeholders across sectors, facilitating collaboration, and demonstrating the value and impact of cross-professional cooperation.



From left: Mr. Ng Kwok-wai, Career Mistress of Salesians of Don Bosco Ng Siu Mui Secondary School, Ms. Yau Wing-sze, Career Mistress of Buddhist Tai Kwong Chi Hong College, and Mr. Chow Ka-chun, Career Master of TWGHs Yow Kam Yuen College.

“ Whether it be a Resource School or a Network School, we can all learn from each other.

— Ms. Wong Kwan-fong, St. Peter's Secondary School



Ms. Wong Kwan-fong believes that maintaining an open mindset is key to effective communication.



A special AI seminar was hosted, inviting Enterprise Advisors and alumni to explain AI's importance and applications, and helping students map their career paths.



Hub Conveners:

Acting as School Critical Friends, Facilitating Peer Support for Collective Growth

A School Hub brings together stakeholders from diverse sectors, each playing distinct yet complementary roles. Through collaboration, the hub generates synergy and collective impact. Within this structure, Hub Conveners serve not only as co-ordinators and leaders but also as collaborators and facilitators. Their role is instrumental in enabling teachers to engage in peer exchange, share experiences and co-develop innovative teaching approaches within the CLAP@JC School Hub network.

Ms. Yau Wing-sze (Buddhist Tai Kwong Chi Hong College), Mr. Ng Kwok-wai (Salesians of Don Bosco Ng Siu Mui Secondary School) and Mr. Chow Ka-chun (TWGHs Yau Kam Yuen College) are all Hub Conveners who have made substantial contributions to their respective School Hubs. In supporting others, they have also grown professionally themselves.



Students experience what it's like to be a photographer.



The instructor carefully guides students as they rehearse for an interview shoot.



An Enterprise Advisor working as a director shares insights on video production during a school visit.

“ The Hub Convener plays a co-ordinating role, facilitating collaboration among schools.

– Ms. Yau Wing-sze,
Buddhist Tai Kwong Chi Hong College



Ms. Yau notes she has gained valuable insights and inspiration from fellow educators at other schools.

Strategic Co-ordination for Collective Impact

As facilitators, the role of Hub Conveners is important, as they bring together diverse perspectives from participating schools to jointly define each Hub's annual priorities and strategic direction. Ms. Yau Wing Sze of Buddhist Tai Kwong Chi Hong College recalled that during discussions with Network Schools, promoting Benchmark 8 of the Hong Kong Benchmarks for Career and Life Development (Schools)[®] – Meaningful Encounters with the Workplace was the common challenge faced. However, through structured dialogue and peer exchange within the Hub, schools identified practical strategies for collaborative development to address this challenge. They also expressed a shared commitment to leveraging industry networks and jointly expanding access to workplace learning opportunities. Such efforts aim to help students gain first-hand exposure to real-world job settings, explore career options, and strengthen their professional networks.

In her capacity as a coordinator, Ms. Yau engaged with teacher representatives during regular School Hub meetings and school visits to understand student

needs and identify priority benchmark areas within the network. Through discussion and consensus-building, it became clear that many schools aimed to strengthen Benchmark 8 to deepen students' understanding of the world of work. Given that many students expressed strong interest in the digital and multimedia sectors, Ms. Yau co-ordinated efforts across the network—leveraging alumni connections—to launch the Joint-school YouTuber/KOL Incubation programme. This initiative allowed students from each school to interview key opinion leaders (KOLs) and learn about the operations of the online multimedia industry. Through hands-on short video production activities, students also gained insight into the personal attributes and competencies required to enter the field.

Throughout the planning process, Ms. Yau worked collaboratively with network schools to co-design the programme—defining objectives, learning components and expected outcomes; pooling resources; aligning schedules; and establishing student selection criteria. She also facilitated timely exchanges among teachers to reflect and evaluate progress, jointly advancing an innovative and high-quality career and life development initiative.

“ Whether a Resource School or a Network School, we can all serve as critical friends to one another.

– Mr. Ng Kwok-wai,
Salesians of Don Bosco Ng Siu Mui Secondary School



Mr. Ng notes that Hub Conveners can lead other schools towards achieving the vision of career and life development education by sharing successful practices.

Act As a Leader and Drive Forward Together

As a Hub Convener, Mr. Ng Kwok Wai of Salesians of Don Bosco Ng Siu Mui Secondary School not only acts as a co-ordinator but also takes on the role of a leader. He noted that while it is ideal for all network schools to participate actively, the reality is that each school has its own vision, and some may be less engaged than others. To address this, Conveners can encourage participation by sharing concrete examples of impact to demonstrate the value of the School Hub in promoting CLD education.

Mr. Ng cited an example from his school where a workplace visit to a reptile-themed pet shop proved highly popular. "The shop keeps a variety of reptile species and regularly opens to schools and organisations to help visitors learn more about reptile ecology and characteristics," he explained. "The shop owner spoke candidly about the operational challenges of running such a business, offering insights particularly relevant to subjects such as Biology, and Business,

Accounting and Financial Studies (BAFS)."

Mr. Ng introduced this activity to fellow teachers in the School Hub and arranged professional development sessions to help them better understand the industry. He also invited an Enterprise Advisor to speak with teachers, demonstrating how a single workplace learning activity can connect with different subject-specific knowledge and transferable skills. This approach helps students explore career options from multiple perspectives.

Teachers from several network schools expressed strong interest and began planning similar activities at their own schools.

Over the years, Mr. Ng has developed close working relationships and mutual trust with teachers across the School Hub. They meet regularly, co-organise activities and share ideas and insights. These exchanges have helped them understand each school's unique approach to CLD education and build a wealth of shared knowledge that continues to inform and enrich their collective efforts.



Mr. Ng also arranged for Biology and BAFS teachers from his network to engage with the reptile industry, exploring the possibilities of connecting the same experiential learning activity to the subjects.



Witness Student Transformation: Fostering a Culture of Exchange and Support

Network schools learn from and exchange ideas with each other, becoming each other's driving force. Mr. Chow Ka Chun of TWGHs Yow Kam Yuen College observed that teachers may sometimes hesitate to step out of their comfort zones due to various constraints. However, witnessing the successful practices of other network schools can spark a willingness to try something new.

He shared how he was inspired after observing the Joint-school Peer Mentorship programme organised by Man Kwan Pak Kau College, a network school of his School Hub. In this initiative, students used artificial intelligence (AI) to develop a role-playing game that simulated various life planning scenarios. The characters and dialogues reflected real-life dilemmas, such as how students make decisions about further study and how teachers can provide appropriate guidance.

During the activity, Mr. Chow saw students from different schools engaging with shared interests. Even those not enrolled in information technology courses were highly focused on learning how to programme,

which he found particularly encouraging. Their initiative and impressive performance led him to re-evaluate his own approach—he began to place greater trust in students' abilities and empowered them to co-create career and life development (CLD) activities within the school.

Now serving as a Hub Convener, Mr. Chow initiated discussions with teachers from network schools to co-design this year's thematic focus: "Equipping Teachers and Students with 21st Century Future Skills." Under this theme, students visited an AI-themed café to explore real-world applications of artificial intelligence and its commercial potential. In addition, he invited a business-sector Enterprise Advisor with a background in human resources management to lead a Future Skills Workshop, where students and teachers gained insights into the latest recruitment trends and the skillsets required across various industries.

Through planning and facilitating these activities, Mr. Chow gained a deeper understanding of the positioning of CLD in each school and its culture. He also recognised that the role of a Hub Convener requires not only aligning schools around shared objectives but also ensuring that preparations are carefully structured in advance to support the success of each initiative.

“

Peer learning and exchange among network schools can be a powerful driver for change.

— Mr. Chow Ka-chun,
TWGHs Yau Kam Yuen College

”



Mr. Chow notes that teachers often hesitate to try new approaches—but when exposed to the success of others in the network, they become more open to change.



Students visit a company to gain first-hand experiences of the workplace.



Teachers regularly engage in dialogue and share highlights from their career and life development work.

Mutual Inspiration through Shared Journeys

Hub Conveners can also act as inspirer of each other on the journey. Ms. Yau Wing-sze shared that she has gained a great deal of insight and inspiration from fellow educators at other schools. She recalled seeing a Network School implement a structured system for tracking students' progress in career and life development, which enabled teachers to follow up more effectively. The teacher behind the system generously shared the tool and outcomes with others across the network. Ms. Yau also noted that while some teachers were initially disengaged, their attitudes shifted after a year of participation in hub exchange. They became much more proactive, contributed new ideas and worked with peers from other schools to improve and refine their practices.

Mr. Ng Kwok-wai also reflected that many newly joined schools and teachers in the School Hub bring valuable ideas and successful experiences, and can serve as critical friends to others, helping schools enhance their career and life development plans. He remarked, "Whether a Resource School or a Network School, we can all serve as critical friends to one another. I remember a new career teacher shared he ... proposed a comprehensive plan with well-considered strategies for implementation. His competence was truly impressive—it prompted me to reflect deeply and strive for continuous improvement."

Mr. Ng noted that support from other critical friends, such as the Assessment and Action Plan Advisors (AAPA) and Hub Facilitators (HF), has strengthened his

understanding of the HKBM[®] and how to implement it effectively. This has, in turn, enabled him to take on the role of a critical friend, supporting other schools in optimising their CLD education plans.



Schools actively exchange insights on school-based CLD education during school visits.



Teachers engage in regular meetings to exchange ideas and share practices in CLD education.



From left: Mr. Wu Kit-lun, Assistant Principal of HKWMA Chu Shek Lun Secondary School; Mr. Chan Ka-wah, Career Master Pentecostal Holiness Church Wing Kwong College; Mr. Chow Cheuk-hin, Career Master of Society of Hong Kong Taoist Association Ching Chung Secondary School; Mr. Cheng Wai-kin, Career Master of Society of Boys' Centres Shing Tak Centre School; and Ms. Ada Kwok, Career Mistress of Po Kok Secondary School.

Harnessing the Power of the Network: Sharing Resources, Crossing Boundaries, Multiplying Impact

To advance Career and Life Development (CLD) education, multiple types of resources need to be mobilised. With co-ordinated professional support roles, resources can be identified and integrated to improve quality. Apart from infrastructure such as classrooms, experience rooms and multimedia equipment, and multimedia equipment, human resources are equally indispensable, but even more important are networks and accumulated experience. The School Hub offers a platform for member schools to share resources. Through cross-school collaboration, complementary strengths are combined to create synergy. With these support roles, resources are identified and integrated to strengthen CLD interventions, creating a "one plus one is greater than two" effect that benefits schools, teachers and students alike.



A parent-child visit to Kai Tak Sports Park was arranged through cross-school collaboration so that parents and students could learn together about developments in the sports industry.



Mr. Chow Cheuk-hin, describes Enterprise Advisors as important partners of the school.

“Close collaboration among network schools is the key to using resources effectively and maximising impact.”

– Mr. Chow Cheuk-hin,
Hong Kong Taoist Association Ching Chung Secondary School

To strengthen CLD education, schools must make effective use of multi-level and diversified resources. These resources span three interconnected dimensions. The first is hardware resources, which include classrooms, experience rooms and multimedia facilities that form the essential foundation for learning activities. The second is human resources, covering teachers, professional counsellors and industry advisors who serve as the driving force behind CLD programmes and activities. The third is network and experiential resources, referring to cross-school collaboration platform, connections with external organisations, industry networks, and accumulated teaching experience that can broaden students' horizons and open up diverse development opportunities. The School Hub provides member schools with a platform for resource sharing. Through cross-school collaboration, complementary strengths are combined to generate synergy that enhances the impact of CLD initiatives. On this, Mr. Chow Cheuk-hin of Hong Kong Taoist Association Ching Chung Secondary School remarked: "

Each network school is paired with an Enterprise Advisor from a different industry. If schools operate independently, students' exposure to professionals from other sectors becomes limited, and valuable business-advisor resources and networks cannot be fully utilised."

For the same reason, it is difficult for individual schools working in isolation to fully maximise the benefits of these resources. Through the collaboration with professional supporting partners, resources can be effectively identified, integrated and shared to enhance the overall quality of CLD education. The School Hub provides member schools with a platform for resource sharing, enabling cross-school collaboration to become a regular practice. This approach allows schools to complement one another's strengths and generate synergistic impact that amplifies the effectiveness of CLD initiatives.

With the support of these may consider "professional partners", resources are no longer fragmented or duplicated but are systematically integrated and applied, strengthening the overall effectiveness of CLD

education and creating a synergistic "one plus one is greater than two" effect. This approach not only makes school management more efficient and broadens teachers' professional growth but also enriches students' learning opportunities—ultimately achieving a win-win-win outcome for schools, teachers and students, while realising the full value of CLD education.

Advantage of Network Sharing—Resource Integration and Synergy

The School Hub provides member schools with a platform for resource sharing. Through cross-school collaboration, schools complement one another's strengths and create synergistic impact. Mr. Chow Cheuk-hin of Hong Kong Taoist Association Ching Chung Secondary School explain, "Each network school is paired with an Enterprise Advisor from a different industry. If schools work independently, students' exposure to professionals from other fields becomes limited, and valuable advisor resources and networks cannot be fully utilised." In response, Mr. Chow co-organised with other network schools an activity called "Enterprise Advisor Tea Gathering: Sharing of Life Stories", inviting Enterprise Advisors from various industries to share their personal growth, career journeys and entrepreneurial experiences. Conducted in a tea-gathering format, the event engaged 30 students from four network schools, who rotated in small groups to speak with different advisors and learn about their stories. "Mr. Chow remarked, "This approach not only helps schools make full use of their Enterprise Advisors' resources but also allows students to meet multiple professionals from different sectors and hear both life stories and industry insights in one setting." The event received highly positive feedback. Enterprise Advisors found the format conducive to open dialogue with students, who were also eager to ask questions. Through resource sharing and cross-school collaboration, students broadened their horizons, gained exposure to a wider professional network and diverse growth experiences, and maximised the benefits of the collective network resources.



Enterprise Advisors shares their life and career stories.



The School Hub pilots an innovative drone experience as an interest-based activity to help students explore further study pathways related to engineering.

Within the framework of inter-school collaboration, joint implementation across schools has brought new possibilities to tertiary institution visits. Traditionally, such visits were largely informational, offering standardised content that seldom catered to students' individual interests and characteristics. However, when multiple schools joined forces, resources were integrated and programme design became more flexible and innovative. Mr. Cheng Wai-kin, Teacher of Society of Boys' Centres Shing Tak Centre School, shared that this collaborative initiative introduced a drone competition experience, designed specifically for students interested in mechanics and engineering. The activity emphasised focus, control skills, and understanding of mechanical principles, helping students deepen their knowledge of fields such as aircraft maintenance and related engineering disciplines.

The event ultimately attracted around 60 students from more than ten schools, significantly increasing participation and enabling tertiary institutions to design

content better suited to the characteristics and needs of students from different schools. Mr. Cheng Wai-kin pointed out: "This approach achieves better results for the institutions as well, since the activities are designed to meet the needs of multiple schools rather than just one." At the same time, the collaboration broadened teachers' perspectives and provided them with valuable experience. Mr. Cheng emphasised that the resource-sharing community not only strengthened schools' bargaining power when negotiating with tertiary institutions but also brought students broader and more diverse study information.

Principal Fung Kwong-chi of the Society of Boys' Centres Shing Tak Centre School added that it was precisely the collective strength of the network that enabled students with low motivation or weaker interest in core subjects to become engaged through discipline-related CLD activities. Such experiences inspired them to set clearer study and career goals, which in turn rekindled their motivation to learn.



"When planning CLD activities, we consider not only our own school's needs but also those of other schools, allowing us to address students' needs more comprehensively."

– Mr. Cheng Wai-kin,
Society of Boys' Centres Shing Tak Centre School

Mr. Cheng Wai-kin believes that co-organising activities across schools helps attract greater student participation and strengthens their collective bargaining power when engaging with external organisations.

"By joining various subject-related CLD activities, students are able to set clear study and career goals, which motivates them to work harder."

– Principal Fung Kwong-chi,
Society of Boys' Centres Shing Tak Centre School



Principal Fung Kwong-chi is grateful to witness the growth of students after participating in CLD activities.

Sharing Teaching Resources–Knowledge Flow and Professional Growth

Sharing teaching resources is another key strength of the School Hub. Mr. Wu Kit-lun, Assistant Principal of HKWMA Chu Shek Lun Secondary School, shared that one network school planning to introduce a student growth curriculum sought his advice on course design. In response, he not only shared his teaching experience generously but also opened his classroom for lesson observations, allowing teachers from other schools to jointly explore ways to optimise curriculum design and examine how teacher-student interaction can enhance CLD education. Event planning and implementation experience are also

valuable resources. Mr. Chow Cheuk-hin explained that his school regularly exchanges good practices with other network schools. For example, when hosting a Taiwan higher education seminar, he shares contact lists, teaching materials, and quotation information across the network so that all schools can access the relevant resources at the same time. He also shares materials and tools related to CLD counselling—such as teaching aids, worksheets, contact databases, consultation forms, and methods for planning activities. This integration of resources and knowledge flow enables schools to plan and advance CLD education more efficiently and effectively, fostering a collaborative culture of professional learning and continuous improvement.

"Network schools share teaching experience selflessly and even open their classroomMs. for lesson observations, working together to drive innovation."

– Mr. Wu Kit-lun,
Assistant Principal, HKWMA Chu Shek Lun Secondary School



Assistant Principal Wu Kit-lun notes that collaboration among network schools helps promote the sharing of teaching resources.

Leveraging Network Strengths to Enhance the Scale and Quality of Activities

Ms. Ada Kwok of Po Kok Secondary School used the organisation of a Career Expo as an example, explaining: "If a school organises the event on its own, attendance may reach only around 200 students, and it is difficult to attract many post-secondary institutions to set up booths." Through the School Hub, she invited seven other member schools to participate, ultimately drawing over 400 students. The number of participating tertiary institutions and the variety of activities offered were far greater and more engaging than what a single school could achieve. She added: "Each network school possesses a wealth of professional knowledge and teaching resources that can be shared through mutual exchange. Teachers responsible for Career and Life Development (CLD) can draw on this collective knowledge to design innovative activities and programmes tailored to their school context and students' needs, thereby deepening the overall effectiveness of CLD education." Mr. Yeung Ting-wai of HKSKH Bishop Hall Secondary School a former Hub Convener, described: "The School Hub connects over a hundred schools, creating a leverage effect that sustains professional peer support among teachers. This professional exchange platform also enables schools to discover more suitable opportunities

for collaboration, resource sharing, and development." Such professional knowledge sharing promotes teachers' continuous professional development and allows schools to continually enhance and refine CLD education, ensuring its relevance and long-term impact.

Mr. Yeung Ting-wai of HKSKH Bishop Hall Secondary School, who previously served as a Hub Convener, described the experience in this way: "The School Hub connects more than a hundred schools, creating a leverage effect that sustains professional peer support among teachers. With this professional exchange platform, schools can also discover more suitable opportunities for collaboration, fostering inter-school exchange and resource sharing." This kind of professional knowledge sharing has strengthened teachers' continuous professional development and enabled schools to continually refine and enhance CLD education, ensuring its quality and sustainability.



Principal Fung Kwong-chi (left) of Society of Boys' Centres Shing Tak Centre School and Principal Choi Tsz-leung of Hong Kong Taoist Association Ching Chung Secondary School.



"The School Hub facilitates professional knowledge sharing, allowing schools to learn from successful experiences and spark new ideas."

– Ms. Ada Kwok,
Po Kok Secondary School

Ms. Ada Kwok believes that collaboration among network schools creates mutual benefits for all participants.

"The School Hub connects over a hundred schools, creating a leverage effect that sustains professional peer support among teachers."

– Mr. Yeung Ting-wai,
HKSKH Bishop Hall Secondary School



Mr. Yeung Ting-wai enjoys the process of exchange and collaboration among schools.

District-based Network Resources – Community Connection and Sustained Support

In advancing CLD education, district-based school networks serve as fertile soil that continually nourishes students, teachers and schools. In Wong Tai Sin District, a network of eight secondary schools exemplifies this model. Leveraging the district's unique local resources, these schools have co-built an ecosystem of shared resources, cultivating limitless possibilities for students' CLD growth. The richness of this "soil" stems from the trust and collaboration that schools have built over time. This teacher-initiated cooperation model has created strong synergy across schools. Focusing on Benchmark 7 (Linking Curriculum Learning to CLD), Benchmark 8 (Meaningful Encounters with the Workplace), and Benchmark 9 (Meaningful Encounters with Further and Higher Education), the network has organised tourism and hospitality-themed inter-school activities. These include inviting Enterprise Advisors from the hotel sector to share industry trends and talent needs, helping students gain a deeper understanding of the industry outlook. With the assistance of district councillors, students have also visited aviation academies and hotels, gaining first-hand exposure to real workplace environments and enriching their knowledge of future study and career pathways.

As Mr. Chan Ka-wah of Pentecostal Holiness Church Wing Kwong College noted: "Even Tourism and Hospitality teachers may not be fully up to date with the latest industry developments, so insights from industry professionals perfectly complement our teaching. The district network actively fosters a Professional Learning Community (PLC). Through collaboration among industry experts and teachers from different schools, Tourism and Hospitality teachers have gained access to the latest industry information and fresh pedagogical ideas, enriching their course content. This model has accelerated teacher professional growth, enhanced teaching quality, and established a sustainable professional support network among schools—driving ongoing innovation in CLD education."

Branching Out and Flourishing: Extending and Deepening Resource Sharing

"There is extensive collaboration at the school level, creating mutually beneficial synergy."

— Mr. Chan Ka-wah, Pentecostal Holiness Church Wing Kwong College



Mr. Chan Ka-wah notes that the establishment of the district-based hub helps consolidate strengths and amplify collective advantages.



An aviation industry experience was arranged through the coordination of district councillors.



Enterprise Advisors and local teachers share the latest developments in the tourism and hospitality industry.



Students actively participate in the inter-school Future Skills Workshop.



Students from Wong Tai Sin District schools visit a hotel together for workplace learning.

The collaboration within the district-based network has extended outward like the branches of a growing tree, breaking traditional boundaries while deepening exchange and resource integration. In Wong Tai Sin District, where many students come from grassroots families and have diverse backgrounds—some with low learning motivation or Special Educational Needs (SEN)—a single school alone cannot meet all needs comprehensively. Through the resource integration of the School Hub, students are able to participate in activities at low cost, gaining access to diverse and meaningful learning opportunities. As activities are held within the district, the convenient locations encourage high participation rates and deliver notable results. The network has also built close partnerships with local NGOs to share resources more effectively. For example, through a cloud-based information platform, NGOs regularly upload activity details, allowing schools to access information instantly and coordinate collaborations, ensuring efficient resource sharing. For students requiring additional support, schools can make referrals to appropriate local organisations, ensuring that every student receives suitable assistance and sustained developmental support.

Bearing Fruit: Innovative Outcomes and Sustained Support

This fertile "soil" has ultimately borne innovative fruits, showcasing the distinctive advantages of the district-based network. As a pilot initiative, the Wong Tai Sin District network has successfully integrated community resources to provide students with real-world learning experiences. From industry sharing sessions to site visits, students have gained broader perspectives beyond the classroom, better preparing them for future study and career development. The continued success of the network relies on the collective support of multiple partners. Collaboration among schools, the backing of non-profit organisations and the smooth flow of information through cloud-based platforms all provide a solid foundation for students' career and life development. This district-based collaborative model not only strengthens connections among schools but also enables students to find their own pathways of growth within their familiar communities, allowing them to flourish and bear the fruits of their future.



From left: Mr. Wong Tak-kei, Career Master of Ling Liang Church M. H. Lau Secondary School; Mr. Chan Ka-wah, Career Guidance and Life Planning Master of Pentecostal Holiness Church Wing Kwong College; Ms. Lo Yin-ling, Coordinator of Career and Life Development Division of Rhenish Church Pang Hok Ko Memorial College; Ms. Cheung Mei-mei, Principal of Caritas St Joseph Secondary School; Ms. Yip Sze-wan of Buddhist Mau Fung Memorial College; and Mr. Wu Lai-kwong, Career Master of CCC Kei Chi Secondary School.*

Cross-school Collaboration: Co-leading Innovation in Career and Life Development Education

Amid current trends in educational change and professional growth, cross-school collaboration has become a key strategy for continuous teacher development and educational innovation. As an important platform for teachers' professional development, the Professional Learning Community (PLC) enables schools, through inter-school collaboration, to move beyond the limits of a single school's resources and manpower, consolidate collective wisdom, and strengthen professional capacity. With support and connections provided by the CLAP@JC School Hub, cross-school collaboration is giving rise to exemplary Career and Life Development (CLD) practices. Serving as Hub Conveners, Ling Liang Church M. H. Lau Secondary School, Caritas St Joseph Secondary School, Pentecostal Holiness Church Wing Kwong College, Rhenish Church Pang Hok Ko Memorial College, CCC Kei Chi Secondary School and Buddhist Mau Fung Memorial College lead their network schools to co-organise large-scale CLD activities and build long-term, sustainable PLCs characterised by a shared vision, collective responsibility, reflective professional inquiry and collaboration. On top of meetings, teachers co-design CLD activities with peers from other schools, discuss pedagogical strategies and share resources in collective effort to create an atmosphere of knowledge co-creation.



"The School Hub helps us connect with partners who share similar contexts and beliefs."

– Mr. Wong Tak-kei,
Ling Liang Church M. H. Lau Secondary School



Mr. Wong Tak-kei notes that by joining the network he now meets more schools through formal channels instead of relying only on personal contacts.

Cross-school Collaboration to Broaden Resources and Break Constraints

Under CLAP@JC, the School Hub brings together schools with similar backgrounds and visions on a collaborative platform, pairing member schools for mutual visits, exchange of experience and joint activities. This organised model replaces ad-hoc personal networks and allows teachers to learn from one another more systematically and in a needs-driven way. In the past, Mr. Wong Tak-kei, Teacher of Ling Liang M. H. Lau Secondary School, mainly relied on his own contacts to reach other schools, which limited collaboration opportunities. After joining CLAP@JC, his school was paired within its Hub with schools of similar context and took part in mutual-

visit activities to understand one another's CLD goals, student needs and teacher challenges, laying a firm foundation for cooperation. His Hub covers schools in Tai Po, Fanling and Yuen Long where many students come from grassroots families and seldom join cross-district activities. With a shared vision and collective responsibility, teachers co-designed joint workplace learning activities and leveraged their networks to invite professionals and organisations from different sectors. Examples included visits to a nursing training school and companies in gerontechnology and smart-home solutions, so that students could step into the community, broaden horizons and explore multiple pathways. Throughout the process, teachers engaged in reflective inquiry, learned new methods through design and implementation, and drove pedagogical innovation—a clear demonstration of collaborative strength.



A spirit of open sharing and collaboration among schools makes an international culinary arts experience possible.

Building a Sense of Community to Spark Collaborative Momentum

Principal Ms. Cheung Mei-mei of Caritas St Joseph Secondary School shared that her school originally hosted a high table dinner to connect alumni and students. To her surprise, the idea she presented to other schools received an enthusiastic response and eventually seven schools joined forces to organise an inter-school high table lunch. Each school invited guests such as entrepreneurs and screenwriters. Students took on roles as emcees, ushers, photographers and interviewers, exercising strengths, gaining valuable experience and building friendships with peers from other schools. In scale, participation and impact, the inter-school version far surpassed a single-school event. More importantly, the joint planning and participation fostered a sense of belonging to a wider cross-school community among teachers and students, fuelling sustained

engagement. When network schools are willing to share and collaborate, more innovative ideas are sparked, amplifying the influence of PLCs and laying a solid foundation for future cross-school initiatives.



Joint efforts by the schools also enable workplace learning in the healthcare sector (Benchmark 8), giving students more opportunities to explore.

"Collaboration among network members can help schools overcome objective constraints."

– Ms. Lo Yin-ling,
Rhenish Church Pang Hok-ko Memorial College



Ms. Lo Yin-ling adds that trust built through exchange enables closer cooperation among network schools.

"With the School Hub in place, schools no longer have to work alone in advancing CLD."

– Mr. Chan Ka-wah,
Pentecostal Holiness Church Wing Kwong College



Mr. Chan Ka-wah believes collaboration across the network brings together greater collective strength.

Student-centred Co-creation of Diverse Teaching Practices

Cross-school collaboration can effectively turn individual student needs into teaching programmes with scale and depth, benefiting both students and teachers. The activity "Exploring the Traditional Chinese Medicine Industry from Multiple Perspectives" is a case in point. Initially, CCC Kei Chi Secondary School had only one student interested in Traditional Chinese Medicine (TCM), making it hard to arrange a visit. Through consultation within the School Hub, Mr. Wu Lai-kgwong discovered that another school had students with the same interest and access to TCM resources. The two schools joined forces and invited more schools to participate, transforming an individual need into a richer, larger-scale programme. Different schools collaborated to work on the arrangement of the activity. One school arranged a visit to a Chinese medicine clinic so students could have first-hand observation of the daily practice and professional ethos of a Chinese medicine practitioner. Another school held a workshop

to introduce Chinese medicine foundation theory... and experience where students tried diagnostics and prescriptions to build interest and a sense of application. Teachers and students then visited the Dr & Mrs Hung Hin Shiu Museum of Chinese Medicine at Hong Kong Baptist University to have more understanding of the history, modern developments, industry prospects and study pathways. This design provided diverse, in-depth workplace exposure. Some students even defined their aspirations, with one proceeding to Guangzhou University of Chinese Medicine after graduation. Teachers, meanwhile, designed richer learning content for varied needs and, through the planning and implementation process, reflected and innovated alongside peers, building a lasting professional network and aligning CLD more closely with student needs. The model illustrates how addressing one student's need can create value for the broader community.

Breaking Constraints and Advancing Professional Growth

The "Career Kaleidoscope" Inter-school Careers Fair is another success. Cross-school collaboration not only fostered a Community of Practice (CoP) but also expanded and deepened teachers' professional networks. Originating at Buddhist Mau Fung Memorial College, the idea was presented at a Hub meeting and taken up by Pentecostal Holiness Church Wing Kwong College and Rhenish Church Pang Hok Ko Memorial College. The three-school collaboration ultimately attracted students from eight schools, with hundreds participating and 23 industries represented—a testament to shared vision and collective responsibility. During planning, teachers divided tasks: inviting industry guests, designing programme flow, solving venue and hardware issues, and co-creating student participation methods such as pre-event interviews and writing industry briefs. The collaboration embodied CoP values of knowledge co-creation and practice sharing.



Teachers from multiple schools jointly design and coordinate the series themed on the Chinese-medicine sector, including exploration of higher-education opportunities and workplace learning.

"Inter-school collaboration covers a wider spectrum and serves diverse needs more effectively."

– Mr. Wu Lai-kgwong,
CCC Kei Chi Secondary School



Mr. Wu Lai-kgwong is pleased to see students clarifying personal goals and directions through inter-school activities.

"When network schools proactively share successful experiences and insights, it sets off a chain reaction that inspires more innovative ideas."

– Principal Cheung Mei-mei,
Caritas St Joseph Secondary School



Principal Cheung Mei-mei is delighted that the high table lunch concept has become richer and more exciting through joint planning.

Through collaboration, teachers engage in ongoing dialogue, reflection and adjustment, breaking the constraints of single-school resources and mindsets, sparking innovation and converting successful experience into collective wisdom. With support from the CLAP@JC team, those experiences have been organised into replicable resource kits to promote knowledge sharing and pedagogical innovation, improve teaching quality, ease individual workload and inspire diverse instructional ideas.

In sum, cross-school collaboration reduces isolation among teachers, promotes mutual support and collegial bonds, and consolidates collective wisdom. PLCs pool resources, overcome single-school limitations, drive professional growth and CLD

innovation. Through regular meetings, professional development and collaborative activities, teachers elevate personal experience into collective wisdom and disseminate good practices more widely across the education community. Ms. Yip Sze-wan, Teacher of Buddhist Mau Fung Memorial College, also noted that collaborative experiences promote teachers' professional growth and can be shared within the school to benefit more colleagues. Cross-school collaboration expands the scale and elevates the quality of activities, while encouraging teacher reflection, knowledge exchange and collective growth—in turn benefiting students and advancing educational excellence.



The inter-school high table lunch enables participating students to take on different roles and experience the VASK required in the hospitality sector.



From left: Mr. Lo Wai-kit, Head of Career Planning of Po Leung Kuk Wu Chung College; Mrs. Kwok Lee Hoi-yan, Vice Principal of United Christian College (Kowloon East); Ms. Ku Yuk-ping, Career Mistress of Queen's College and Mr. Lee Chun-yat, Associate Vice Principal of Daughters of Mary Help of Christians Siu Ming Catholic Secondary School.

From Exchange to Collaborative Innovation: Sustaining Co-creation of HKBM[®] Knowledge and Professional Wisdom



The advantages of the CLAP@JC School Hub are not limited to facilitating Career and Life Development (CLD) activities. Through experience sharing, network schools co-create a body of practice-based knowledge that is sustainable. The School Hub enables schools to exchange and jointly develop knowledge conducive to CLD, enriching the practical wisdom for implementing the Hong Kong Benchmarks for Career and Life Development (School)[®] (HKBM[®]). Meanwhile, the Hub consolidates schools' experiences—from concept and design to preparation and delivery—forming a vast pool of practical know-how that other schools can learn from and adapt in future.



Ms. Ku Yuk-ping believes that the ten HKBM[®] benchmarks are comprehensive in scope.

"HKBM[®] is like Traditional Chinese Medicine pulse-taking. It clearly diagnoses strengths and areas for improvement in a school's CLD, providing precise guidance for school-based development."

— Ms. Ku Yuk-ping, Queen's College

Benchmark-driven Knowledge Organisation and Systematisation of Experience

HKBM[®] organises practice-based knowledge systematically and provides actionable guidance for schools. The ten self-assessment benchmarks serve not only as important markers for school-based development but also as a common language for collaboration among teachers, parents, employers, social workers and other stakeholders. Ms. Ku notes that by introducing HKBM[®] the school is given a clearer direction for reviewing where CLD is strong and where it can be improved—readily apparent, like a pulse diagnosis. Schools can also plan future CLD roadmaps more systematically against the ten benchmarks. In addition, the School Hub provides a platform for teachers to meet regularly, share successful experiences and insights, and spark new ideas.

Breaking Stereotypes through First-hand Experience and Co-creating Diverse CLD Wisdom

With HKBM[®] as a shared framework, schools can review and fine-tune their CLD direction more systematically and, within the School Hub, find like-

minded partners for practical exchanges, mutual visits and learning that foster knowledge co-creation. For Benchmark 8 (Meaningful Encounters with the Workplace), first-hand exposure to the workplace—also called career-related experience—helps students understand required skills and possible future pathways, boosts confidence and supports exploration of aspirations and informed choices. After examining its own CLD status, United Christian College (Kowloon East) proactively partnered through Hub meetings with schools and stakeholders also focused on Benchmark 8 to enhance its annual careers fair. As well as inviting parents or practitioners from traditional sectors, the school expanded to start-ups, freelancers and portfolio workers, and brought in instructors from fields like culinary arts and drama, with the goal of broadening students' understanding of "profession" and "talent". These changes were guided by HKBM[®] indicators and enabled by ongoing cross-school exchange, allowing new knowledge and practice to be continuously integrated, discussed and refined among Hub partners. As a result, the effectiveness of CLD has moved beyond one-off activities in single schools to knowledge flow and cross-school replication through the Hub, spreading good practices, encouraging wider adoption and innovation, and gradually building a sustainable, scalable CLD ecosystem.

"Teachers have been reflecting on stereotypes about 'success' and 'work', bringing this wisdom back into CLD so that students' pathways become more diverse."

— Mrs. Kwok Lee Hoi-yan, United Christian College (Kowloon East)



Vice Principal Mrs. Kwok Lee Hoi-yan believes workplace experiences benefit both students and teachers.



The School Hub organises a visit to The University of Hong Kong Open Day, inviting alumni to lead tours and introduce their academic programmes, which proved even more effective.

Building a Professional Exchange Platform to Advance Knowledge Co-creation

Vice Principal Mrs. Kwok Lee Hoi-yan further shared that, guided by Benchmark 8, the school initiated innovations such as inviting professionals in emerging fields in 2024 – e-sports, project management, cultural and product design. More than 600 students and parents took part and jointly re-examined the meaning of "success". Using the VASK framework, students analysed guests' Values, Attitudes, Skills and Knowledge to gain a rounded understanding of occupational requirements. After the event, teachers consolidated participant and staff reflections and distilled practical wisdom. These knowledge outcomes were opened for other schools to observe and disseminated across the Hub through regular meetings, enabling more schools to learn from the model, supporting cross-school knowledge transfer and empowering

teachers to co-create diverse CLD pathways. The HKBM[®] benchmarks not only offer operational guidance but also promote the systematic organisation and exchange of cross-school knowledge, allowing practice to branch out and benefit more stakeholders.



Knowledge outcomes were shared through open activities for other schools to observe and disseminated across the network during regular Hub meetings.



Associate Vice Principal Mr. Lee Chun-yat notes that many successful experiences exist among network schools that can be mutually referenced.

"HKBM[®] serves as a common language for CLD, enabling more effective communication among different parties and facilitating the pooling and co-creation of knowledge."

– Mr. Lee Chun-yat,
Daughters of Mary Help of Christians
Siu Ming Catholic Secondary School



"Through inter-school exchanges, we understood how different schools implement various benchmarks, and we pooled insights to build better CLD."

– Mr. Lo Wai-kit,
Po Leung Kuk Wu Chung College

Mr. Lo Wai-kit observes that while contexts differ, every school has something worth learning.

Knowledge Convergence and Re-creation: Cross-school Innovation Driving Parent Engagement

Taking Benchmark 10 (Parent Engagement and Support) as an example, cross-school knowledge co-creation has generated innovative school-based solutions to address pain points in parent engagement with CLD. Mr. Lee Chun-yat from Daughters of Mary Help of Christians Siu Ming Catholic Secondary School explained that parents' limited time and accessibility were major challenges, and that there had been a lack of clear direction. HKBM[®] provides a shared language, while the School Hub aggregates solutions from many schools. One school's S4 Parent Tea Gathering flexibly scheduled at weekends successfully attracted 50 parents, offering new inspiration for practice.

Mr. Lo Wai-kit, Teacher at Po Leung Kuk Wu Chung College, agreed that broadening parents' understanding of multiple pathways is essential. To tackle time costs and dispersed locations of inter-school parents, schools pooled wisdom to pilot an online Human Library workshop on weekend mornings, attracting over 200 parents and students. After the event, experiences were consolidated into resources, making Benchmark 10 practices on parent engagement and home-school collaboration replicable and sustainable. Participating schools and teachers shared their experiences and synthesised knowledge within and beyond their campuses, advancing CLD knowledge creation and transmission, systematising good cases, empowering schools to innovate and raising the quality of CLD education.



Joint meetings were used to share ideas and progress on CLD activities among schools.



An inter-school parent seminar invite parents and alumni from different industries to share their career stories.

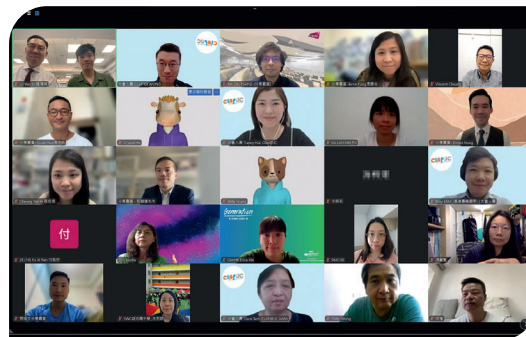
Inspiring Wisdom: Co-creation among Stakeholders for Professional Growth

The CLAP@JC initiative has broadened teachers' horizons. Through the School Hub, exchanges among teachers have promoted knowledge accumulation and transfer, with active participation from professional stakeholders such as Enterprise Advisors and social workers. Enterprise Advisors share industry trends and market information, updating educators' understanding of sectors and strengthening strategic vision for CLD planning. Social workers contribute perspectives on student and youth development, offering a wider view of student growth.

Vice Principal Mrs. Kwok noted that these valuable experiences help schools keep pace with change and meet diverse student and contextual needs when planning CLD. Mr. Lee concurred: "Industries evolve rapidly. Only by maintaining close collaboration and exchange with professionals from business, social work and other fields can schools keep abreast of the latest developments. Continuous sharing, accumulation and transmission of practical wisdom will benefit more

teachers and students."

Multiple teachers indicated that they will continue to leverage the School Hub to expand cross-sectoral collaboration with industry partners, exploring more possibilities in CLD and accumulating new practice knowledge. At the same time, schools will keep mobilising diverse stakeholders through HKBM® guidance, continually building and innovating the collective wisdom of CLD education.



In response to Benchmark 10 (Parent Engagement), inter-school online parent seminars and Human Library activities have been organised. Through inter-school teacher collaboration and practice, CLD wisdom is being accumulated.



At an inter-school tea gathering with business professionals, alumni and Enterprise Advisors from various industries share emerging trends and market information, widening the outlook of participating teachers and students on the future of work.



From left: Chan Cheuk-ying and Chan Yun-yi, students of Buddhist Tai Kwong Chi Hong College, with Ms. Yau Wing-sze, Career Mistress; and Ms. Ho Ching-yin, Chief Master and CLP Coordinator, together with students Chu Tsz-hei and Lee Tsz-ching of Man Kwan Pak Kau College.

Student Co-creation:

From Participants to Change-makers, Reshaping the CLD Education Ecosystem

Under the core concept of Benchmark 5-Student Engagement and Co-creation in the Hong Kong Benchmarks for Career and Life Development (School)® (HKBM®), students are no longer passive recipients of instruction but co-creators of the Career and Life Development (CLD) Education Ecosystem. As the practice platform of CLAP@JC, the Joint School Career and Life Development Club (JSCLD Club) is driving an educational paradigm shift. Engaged in the whole process of planning, decision-making, implementation and evaluation, students transform personal growth into structural innovation in school-based CLD education. This process provides educators with a vital student perspective that creates a truly learner centred model of educational interaction.

Students who become Joint School CLD Ambassador are both participants and change-drivers, embodying the key principle of student engagement and co-creation in CLD education. This new role transformation not only enables them to gain valuable hands-on experience but, more importantly, inspires deeper understanding and reflection on their own CLD journeys. They take on the mission of promoting CLD awareness and amplifying the student voice, encouraging wider community attention to the CLD of young people.



The JSCLD Club is composed of student ambassadors from different schools.

Man Kwan Pak Kau College "Peer Mentor Scheme": Reshaping School Culture

In the "Colour Your Life" Summer Adaptation Programme for S1 students, participants were transformed from activity attendees into curriculum designers. Acting as Career Planning Peer Mentors, student ambassadors worked with teachers to design a VASK card tool, translating CLD theory into an interactive framework and solving the a long-standing pain point that the career-related questionnaires are detached from students' context—a concrete manifestation of the new educational paradigm.

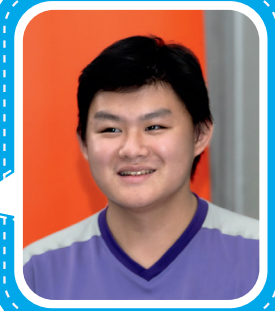
"As I needed to take care of new students, being a peer mentor nurtured my empathy," said Chu Tsz-hei. "During the programme I planned an activity called 'Journey of Life', which made me reflect on my own career development and how the event could better meet new students' needs." Another mentor, Lee Tsz-ching, joined after being inspired by senior

peers and wanted to give back to the school. Through collaboration, students recognised themselves as co-creators in CLD education.

Ms. Ho Ching-yin, CLP Coordinator of Man Kwan Pak Kau College, said: "Ambassadors who have completed JSCLD Club training have greater rapport with teachers. When planning activities, they naturally think from a CLD perspective, giving their designs a clearer sense of direction." This model of teacher-student collaboration has transformed CLD education from a one-way transmission of learning materials into an experience transfer system across different forms. Form 1 students build a sense of belonging through peer mentorship, while senior form students deepen their CLD awareness through the process of teaching and learning. **This demonstrates how the student co-creation approach breaks away from the traditional adult-led framework, establishing a student-centred mechanism for knowledge and experience transfer that reshapes school culture.**

“ Through our participation in the JSCLD Club, we strengthened our skills in planning and designing activities while building meaningful friendships. ”

– Student Chu Tsz-hei,
Man Kwan Pak Kau College



Student Chu Tsz-hei says that serving as a Student Ambassador had been an immensely rewarding experience.

Co-creation of a Joint-school Day Camp on Self-understanding: A Student-led Educational Experiment

When schools allow students to co-create the CLD activities and engage in the planning, decision-making and implementation process (including venue planning and content design), the student teams demonstrate real insights to understand the needs of their peers. This empowerment model drives tangible change: students identified the one-way nature of past CLD events and responded by designing an interactive day camp that helped peers deepen self-understanding, thereby influencing the broader CLD ecosystem. The Self-understanding Day Camp, one of the CLD Ambassadors' signature activities, is more than an event—it is a milestone of student transformation. Originating from student focus-group discussions that revealed inadequate self-awareness among peers, the project replaced routine paper questionnaires with experiential learning.

One unique feature of this activity was that the

teachers and social workers delegate students with full autonomy to contribute, from idea generation to activity implementation. Cheng Yuk-shing of TWGHs Kwok Yat Wai College noted that this trust strengthened students' confidence and allowed genuine student perspectives to shape planning. "Since we have better understanding of our classmates' needs or preferences, our activity design could accommodate our peers' interests and expectations," highlighted by Chan Yun-yi.



Student Chan Yun-yi describes the experience gained from participating in the JSCLD Club as extremely valuable.



“ Building leadership and team spirit through organising activities. ”

– Student Chan Yun-yi,
Buddhist Tai Kwong Chi Hong College

Student Chan Yun-yi describes the experience gained from joining the JSCLD Club as extremely valuable.



"Career Planning Peer Mentors" leads the activities and shared their reflections with fellow students.



Students explore self-understanding through experiential challenges in the "Self-understanding Day Camp".

Apart from personal growth, student co-creation has also generated systemic impact. Ms. Lau Wai-sum, Career Mistress of TWGHs Kwok Yat Wai College, deeply recognises the unique value of this model: "The process allows us to understand students' thoughts and needs more deeply." She added, "Watching students grow through practice and improve in leadership and communication skills is truly rewarding. If this growth can be effectively passed on, it can inspire the next cohort of students and ambassadors to continue these valuable exchanges of good practice." Ms. Lau's remarks reveal a key insight, which is that student-initiated activity models can be systematised and sustained to form scalable school-based experiences. These student-led educational experiments demonstrate that when schools empower students to co-lead and participate, the spirit of Benchmark 5-Student Engagement and Co-creation is brought to life. This not only stimulates students' active involvement in CLD but also drives systemic innovation in school decision-making for CLD education.

Joint School YouTuber Incubation Project: Redefining the Role of Educators

At Buddhist Tai Kwong Chi Hong College, the Joint School YouTuber Incubation Project used student-produced subject-selection videos to address the information gap between teachers and students regarding university entrance requirements. By accurately focusing on this key area, the project tackled one of the most common issues in CLD education—the mismatch between what educators emphasise and what students need to know. Student Chan Yun-yi observed the value of having students take the lead in planning and designing CLD activities: "Since we recently went through the junior forms, we understand

what our younger schoolmates really need. For example, when they struggle with subject choices, their biggest concern is the university entrance requirements for each subject, not just general career options. This first-hand experience allows us to design content that truly meets their needs."

At the same school, Chan Cheuk-ying was responsible for video editing. Throughout the process, she was deeply impressed by the positive impact of cross-school collaboration: "Seeing how committed and serious the students from other schools were motivated me to take greater responsibility in completing my own tasks." This collaborative model encouraged students to move beyond a single-school mindset. Through continuous negotiation and cooperation, they were able to bring together diverse youth voices and create content that genuinely reflected their peers' needs. Ms. Yau Wing-sze, Career Mistress at Buddhist Tai Kwong Chi Hong College, observed that when students from different schools co-created together, their ability to develop flexible thinking while respecting differences fostered a "synergy of mutual learning". This enabled the educational content to transcend school boundaries and reach a wider audience—including parents, teachers and community members—thereby amplifying the social impact of CLD education. Moreover, after the project, students were equipped to share their experience with others, forming an inter-school chain of knowledge transfer. The Joint School YouTuber Incubation Project stands as a successful example of student co-creation, demonstrating the outcomes of cross-school collaboration. **The initiative not only enhanced students' professional skills but also transformed them into educators in their own right—designing CLD learning from a student's perspective, expanding the possibilities of CLD education and broadening the definition of talent diversity.**



Students and teachers in the "Joint School YouTuber Incubation Project" work hand in hand with shared commitment to complete the initiative.

"Every Step Counts" Board Game: Students Redefine Success

The Every Step Counts board game successfully transformed the abstract concepts of CLD education into something tangible through student co-creation. More than just an activity tool, the game became a scalable educational resource. By collaborating with professional game designers, students learned how to turn creativity into sustainable learning materials—providing schools with cost-effective, high-impact CLD teaching aids that bring fresh vitality to traditional approaches to career education. Jointly designed by four students from Po Leung Kuk Wu Chung College and Christian Alliance S. C. Chan Memorial College, the game revolves around the theme "How Do We Define Success?" It breaks away from the conventional idea of measuring achievement by money or status and encourages students to think about life from multiple dimensions. The idea originated from students' reflections on the limitations of traditional career talks. Chan Tsz-ying from Christian Alliance S. C. Chan Memorial College explained: "Compared with one-way talks where we just absorb information passively, board games engage us much more deeply. They help us understand ourselves better and reflect on our own CLD through interaction."

Starting from scratch, the students designed the game mechanics, illustrations and content Every Step Counts board game and even communicated directly with professional board game manufacturers, demonstrating remarkable initiative and creativity. So Yat-tung from Po Leung Kuk Wu Chung College added: "We noticed that young people often define themselves by money, education, or grades—by their achievements rather than who they are. So, during the design process, we deliberately included elements such as physical and mental well-being, self-fulfilment and relationships, encouraging players to reflect on the diverse meanings of success." This innovative concept not only made CLD education more engaging but also illustrated how student co-creation enables CLD to respond authentically to the real needs and perspectives of young people.

Lee Pui-kei, team leader from Po Leung Kuk Wu Chung College, reflected on her own choices during the simulated career scenarios in the project, which helped her gain a clearer sense of direction for her future career. Her schoolmate So Yat-tung discovered her potential and possible career interests through the process of designing the game. At Christian Alliance S. C. Chan Memorial College, Ko Hiu-wing uncovered her talent for design and found inspiration to pursue a future as an urban planner, while Chan Tsz-ying shared that the activity helped her focus on her

future career path and set a goal to become an occupational therapist. These experiences show that the process of student co-creation can serve as an educational medium, expanding students' horizons and helping them gain deeper self-understanding in planning their CLD.

Through the high participation and co-creative design of inter-school students, the interactive CLD board game transformed abstract concepts of CLD into an experiential and engaging learning framework. Students shifted from being passive recipients of education to active designers of CLD experiences, gaining ownership and voice in shaping CLD education. With their authentic youth perspectives and enthusiasm, they created an innovative educational asset that is sustainable, creative and replicable, capable of being expanded and shared across schools.

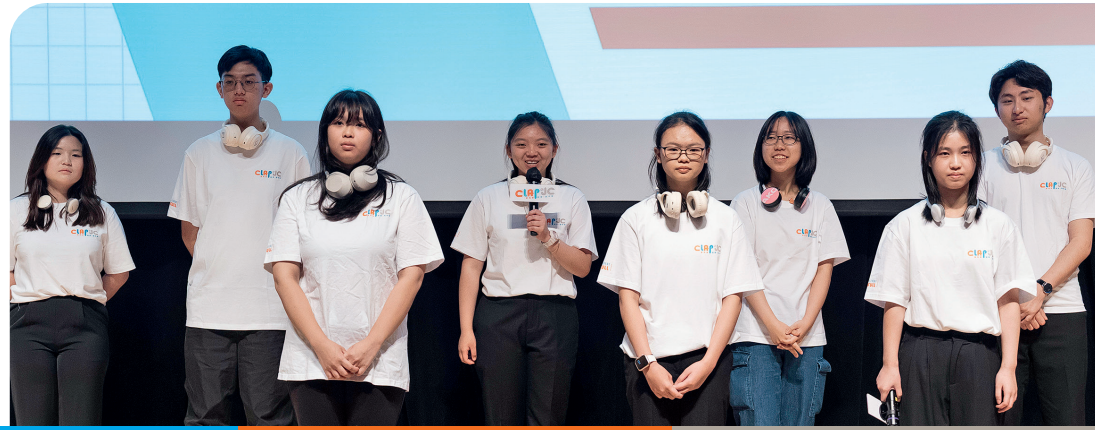
Student Co-creation: A New Engine for Paradigm Shift in CLD

Whether it is the Every Step Counts board game, the Self-understanding Day Camp, the Peer Mentor Scheme, or the Joint School YouTuber Incubation Project, students have been key stakeholders in the design and implementation of CLD ensuring that its content genuinely responds to students' needs. These student-led activity models have become school-based knowledge assets that can be passed on. Through cross-school collaboration, resource boundaries are broken, and student-created works are transformed into medium for wider community engagement. Together, these stories best illustrate the concept of student co-creation, affirming the importance and uniqueness of empowering students to participate meaningfully, thereby opening up new possibilities for the future of CLD education.



Students discuss ways to improve the design of the Every Step Counts board game with professional game designers.

JSCLD Club: Harnessing the Power of Co-creation to Reimagine CLD Education



At the event "Chill Beyond Your Imagination-Exploring Career Journeys Together", the core student organising committee express the voices of a new generation through creative performances

Breaking Traditional Boundaries: A New Vision for Educational Ecosystem

In the practice of Career and Life Development (CLD) education, a key opportunity has been identified, which is when educators and students are engaged as partners in exploring the future together, an unprecedented synergy is created. In the traditional model, adult-led planning often leaves a gap between institutional design and students' authentic needs—a gap that marks the starting point for innovation. Empowering students as co-creators not only activates their intrinsic motivation for self-exploration but also brings CLD activities and curriculum design closer to the realities of their generation. This fosters mutual growth between educators and learners. As students move from participants to navigators, CLD education shifts from one-way teaching to a collaborative, mutually beneficial ecosystem.

An Innovative Initiative: Empowering Student Leadership through the Joint School CLD Club

Guided by Benchmark 5 of the Hong Kong Benchmarks for Career and Life Development (HKBM[®]), the Joint School Career and Life Development (JSCLD) Club actively enhances students' participation and co-creative roles in CLD in order to transform them from recipients into co-creators. Over the past five years since its establishment, the JSCLD Club has centred its work on the Student Career Ambassador Programme, empowering students to take proactive roles in deepening awareness and reflection on CLD within and beyond their schools. It now unites over 140 secondary schools and more than 500 Student Ambassadors, adopting "student participation and co-creation" as

its guiding principle. Students not only reflect on their own life paths but also leverage their abilities and experiences to promote CLD concepts and activities, propose innovative solutions, and demonstrate their potential and leadership.

Each participating school may nominate two students to join the JSCLD Club annually. Through over 15 sessions of professional training and career-exploration activities, ambassadors experience a journey of inspiration, self-understanding, exploration of multiple pathways, and CLD management. Using experiential learning, they build Values, Attitudes, Skills and Knowledge (VASK), nurture creativity and leadership, and become innovative young leaders who bring authentic youth voices into planning, design and implementation.



"Chill Beyond Your Imagination-Exploring Career Journeys Together" create a shared space for dialogue and adventure among more than 100 young people and stakeholders.



The paper planes in the kick-off ceremony symbolise youths soaring along their CLD journeys.



Students were formally appointed as JSCLD Club Ambassadors and shared innovative ideas for advancing CLD education.

Students engage deeply with key CLD concepts such as VASK and ENOW (Expanded Notion of Work).

Youth Festival-Ambassadors from previous cohorts take the stage to speak about young people's struggles and paths of breakthrough.

JSCLD Club Ambassadors: Navigators of Future Career and Life Development (CLD)

The JSCLD Club Ambassadors have successfully led two large-scale, student-driven flagship projects. From ideation to execution, all decisions were made collaboratively by student teams, showcasing their roles as think tank and leaders, while bridging the gap between adults and youth in CLD.

To explore students' curiosity about the future of work, the JSCLD Club Ambassadors organised the 2024 Inter-school Student Leaders and Business Dialogue Forum, which enabled in-depth exchanges with industry professionals on opportunities and challenges in the future workplace. The forum broadened students' horizons, strengthened organisational and cross-cultural communication skills, and fostered the spirit of "youth for youth". For schools, the forum demonstrated the potential of school-business partnerships, linking educators and employers to enrich CLD content and advance Benchmark 8 (Meaning Encounters with the Workplace). At the inter-school level, it promoted collaboration and mutual support among participating schools. At the community level, it encouraged the business sector to invest further in youth through mentorships and internships, while mobilising wider community support for CLD.

Drawing on the 2024 experience, the JSCLD Club Ambassadors addressed key pain points—information gaps, weak communication and differing definitions of "success" between parents and students by creating a relaxed yet dynamic interactive event, "Chill Beyond Your Imagination-Exploring Career Journeys Together". All major segments of the event were student-led, with over 100 Student Ambassadors curating four thematic zones, including "Nurturing Curiosity"—Dream Incubation Centre Interactive Exhibition; "Youth Co-creation"—Microfilm Screening and Dialogue; "Embracing Differences"—Life and Future Story Sharing; and "Creating Possibilities"—Life-Journey Simulation Experience. These activities directly responded to youth concerns, built inter-generational understanding, broadened definitions of success, and promoted open dialogue and inclusive growth. The event attracted over 900 participants, connecting students, schools, business partners, and parents to discuss the challenges and needs of CLD. It also embodied Benchmark 10 (Parent Engagement and Support) by encouraging parents to reflect on their roles and to appreciate the value of diverse career pathways.

Driving Systemic Transformation in the CLD Ecosystem

The JSCLD Club's innovative practices have produced far-reaching impact across three levels:

Student Level: Empowers students of different needs to lead their own CLD journeys, cultivating confidence, leadership and collaborative mindsets. The inter-school model broadens perspectives and creates a peer-to-peer ripple effect that attracts more students to join. Over 20 students have continued to participate and recruit peers, fostering sustained innovation and ownership of their life planning.

Educational Level: Showcases students' creativity, flexibility and initiative, encouraging teachers to collaborate with them and integrate youth voices into CLD education. It promotes an open attitude among educators towards student co-creation and leadership, even embedding student-led components into whole-school priorities. The inter-school structure also transcends geographical boundaries, building a supportive, inclusive CLD learning network.

Systemic Level: Demonstrates a Youth-Adult Co-creation Model, where young people and adults collaborate as equals—reviewing outcomes, collecting feedback and driving innovation together. The inter-school mechanism fosters systemic transformation in CLD education, laying the groundwork for more student-led initiatives, strengthening cross-sector collaboration and resource sharing, and amplifying student voices as a force for co-creation.

Youth Change-makers: Opening a New Chapter in CLD

As CLD education continues to build, society is offering more opportunities for youth voices to be heard and acted upon. Today, the JSCLD Club brings together over 100 schools and 500 Student Ambassadors. With the joint efforts of teachers and social-work teams, it empowers students to become co-creators in CLD. The inter-school collaboration model breaks traditional boundaries, unleashing students' potential and creativity. It enables teachers and students to co-create diverse possibilities for CLD education and to shape a forward-looking blueprint for the new generation.

Professional Learning Community Within School Hubs Can Most Effectively Accommodate Students' Career and Life Development Needs

To investigate the relationship between School Hubs and schools' performance under "Hong Kong Benchmarks for Career and Life Development", our research team had compiled a dataset of 88 schools, and analyzed their self-evaluation under the 10 benchmarks. The team then analyzed the relationship between such evaluation scores, and school's activeness when participating in "School Hub" (or called as "hub") activities. The overall data shows a significant relationship ($p < 0.05$) between school's active participation, and its high evaluation score on Benchmark 4 - "Address the Needs of Each Student". In other words, the more a school actively participates in Career and Life Development (CLD) hub activities, the more it is reflected in their performance to follow the criteria of Benchmark 4.

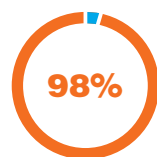
Qualitative research has revealed that Hubs have enabled resource-sharing, especially resources related to execution and experience sharing. Hubs effectively provided a platform for schools to share their individual experiences on promoting CLD, which could help schools achieve a better performance in Benchmark 4.

"I was able to communicate with these seven schools, and I visited them once face-to-face. I really didn't know other schools had those methods of doing things. My role was to share good practices with them, and I have learned a lot too, so this really is a good way to support one another." (St. Peter's Secondary School)

On the other hand, when a school has a high participation rate in cross-school CLD activities, it highly correlates ($p < 0.05$) with the score of Benchmark 8 - "Meaningful Encounters with the Workplace". The more actively a school pursues cross-school CLD activities, the more it is reflected by their performance within Benchmark 8. Qualitative research shows that through the cross-school activities, teachers responsible for CLD are able to better understand the rationale behind these good practices and execution, and thus are able to fine-tune programmes to cater students' characteristics and their schools' context. This prevents teachers from working in silo. Moreover, hubs also assist individual schools and their members in organizing CLD activities of a bigger scale, to increase students' exposure to the world of work (Benchmark 8). Cross-school Career Expo is an example of an annual cross-school CLD activity, organized by different hub members in rotation. Through qualitative research, interviewed career masters mentioned the advantages of cross-school career expos, including how they allow students to be exposed to different job types.

"Cross-school career expos require a lot of time to organize, and to contact personnel from different industries. I only realized after talking with other schools' teachers that students might be interested in jobs that aren't mainstream, such as jewelry designing. In fact, when our school collected information on students' interested careers, there were requests that we couldn't address to. However, there were students in the same hub that were interested in similar jobs, such as working in a hotel, so we were able to use the expo as an opportunity to cater to those students." (Ling Liang Church M.H. Lau Secondary School)

In conclusion, by gathering results from different datasets, we have made the below discoveries regarding school hubs' impact:



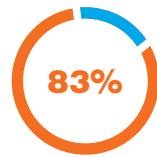
Almost all (98%) interviewed schools claimed that schools hub not only facilitated exchange of ideas and experiences between schools, but also promoted the sharing of resources, and collaborations on cross-school CLD activities.



All interviewed schools agreed to continue participating in CLD activities organized by hubs, and to maintain a network with other schools for information exchange and collaboration purposes.



All interviewed schools agreed that HKBM® has become an industry-standard.



Most (83%) agreed that HKBM® has helped lighten their workload.

Interviewed schools agreed the development of school hubs is entering a mature state, with Hub Conveners, Assessment and Action Plan Advisors, and Hub Facilitators establishing a three-way collaboration.

Playing an important role in promoting teachers' professional development on CLD, school hubs can help compile their immense amount of experience, and hence establish a quality professional community that is sustainable. However, local teachers are responsible for a huge amount of work, both educational and administrative in nature, which can cause challenges to the school hubs. Fortunately, school hubs can in turn promote professional learning, and provide hands-on experience for teachers to execute solutions for the challenges encountered in designing CLD activities. Hopefully this could reduce teachers' workload, and gradually create a foundation of cross-school collaborative culture, so that a platform for communicating CLD education experience can be established. The goal is to create a network for co-creating quality CLD education, and strengthen teachers' professional competencies in promoting such education, thus increasing their efficacy. With high hopes for future outcomes, we believe that the sustainability of school hubs can promote greater success in CLD education and showcase the lateral energy among schools.

Acknowledgement

(Arranged in alphabetical order by the names of the schools interviewed)

- Buddhist Mau Fung Memorial College Ms. Yip Sze Wan
- Buddhist Tai Kwong Chi Hong College Ms. Yau Wing Sze (Career Mistress), Chan Cheuk Ying & Chan Kwan Yi (students)
- Caritas St. Joseph Secondary School Principal Cheung Mei Mei
- Christian Alliance S C Chan Memorial College Ko Hiu Yung & Chan Tsz Wing (students)
- CCC Kei Chi Secondary School Mr. Wu Lai Kwong (Career Master)
- Daughters of Mary Help of Christians Siu Ming Catholic Secondary School Mr. Li Chun Yat (Associate Vice Principal)
- ELCHK Lutheran Secondary School Ms. Ng Yuk Shan (Vice Principal)
- HKSKH Bishop Hall Secondary School Mr. Yeung Ting Wai (Career Master)
- HKWMA Chu Shek Lun Secondary School Mr. Wu Kit Lun, Assistant Principal (Life Planning and Careers Master)
- Ling Liang Church M.H. Lau Secondary School Mr. Wong Tak Kay (Careers Master)
- Man Kwan Pak Kau College Ms. Ho Ching Yin (Chief Master and CLP Coordinator), Zhu Zi Xi & Li Tsz Ching (students)
- Pentecostal Holiness Church Wing Kwong College Mr. Chan Ka Wa (Career Guidance and Life Planning Master)
- Po Kok Secondary School Ms. Ada Kwok (Career Mistress)
- Po Leung Kuk Wu Chung College Mr. Lo Wai Kit (Career Master), Lee Pui Kei & Su Yat Tung (students)
- Queen's College Ms. Ku Yuk Ping (Career Mistress)
- Queen Elizabeth School Old Students' Association Secondary School Ms. Wu Kit Ying (Career Mistress)
- Rhenish Church Pang Hok Ko Memorial College Ms. Lo Yin Ling (Coordinator of Career and Life Development Division)
- Salesians of Don Bosco Ng Siu Mui Secondary School Mr. Ng Kwok Wai (Teacher-in-charge of Career & Life-planning and Multiple Intelligence Development Group)
- S.K.H. Bishop Baker Secondary School Principal Wong Lik Hak & Mr. Wong Shing Fung (Deputy Head of Careers Section)
- Society of Boys' Centres Shing Tak Centre School Principal Fung Kwong Chi & Mr. Cheng Wai Kin (Career Master)
- St. Peter's Secondary School Ms. Wong Kwan Fong (Career Mistress)
- HKTA Ching Chung Secondary School Principal Choi Chi Leung & Mr. Chou Cheuk Hin (Career Master)
- TWGHs Kwok Yat Wai College Ms. Lau Wai Sum (Career Mistress), Wong Hoi Yu & Zheng Yuk Shing (students)
- TWGHs Yow Kam Yuen College Mr. Chow Ka Chun (Career Master)
- United Christian College (Kowloon East) Mrs. Irene Kwok, Vice Principal (Head of Academic Affairs Committee)