

# Transitional Career and Life Planning Grant

## Work Plan on Life Planning Education and Career Guidance Service

Name of school: CARMEL SECONDARY SCHOOL

School Year: 2017-2018

Objectives	Strategies	Monitoring/Evaluation	Allocation*
1. Provide students with <b>individual guidance and consultation on career and life planning</b>	<ul style="list-style-type: none"> <li>- Every graduating student will receive individual guidance from an advisor, who is either a career teacher or their class teacher. The guidance will be scheduled from 2<sup>nd</sup> Term in S5 to S6. In S5, it will start with a discussion of students' career interest test results (CII), followed by academic advising which considers students' preliminary university programme choices/educational goals. In S6, students can consult their advisor about their JUPAS programme choices and alternative pathways before the JUPAS application and after the DSE results release.</li> <li>- To support class teachers and career teachers in providing students with individual guidance, school-based staff development programs will be conducted by the Career Mistress once with the S5 advisors and once with the S6 advisors.</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct focus group interviews to find out whether students feel helped in formulating an individualized plan for their educational goals and future career</li> </ul>	<ul style="list-style-type: none"> <li>- For employment of staff and relief of career teachers' teaching workload</li> </ul>
2. Implement <b>career guidance curriculum</b> for junior and senior forms	<ul style="list-style-type: none"> <li>- Junior forms: The S1-2 curriculum, focusing on self-understanding and exploration of different jobs, will be conducted during short assemblies and class teacher periods. The focus of S3 will be subject selection, helping students to make subject choices. Finding Your Colours of Life will be the framework of the short assemblies and used in class teacher periods. (See also Section 5)</li> <li>- Senior forms: The S4 orientation programme will introduce GEAR UP (See Section 4), the importance of OLE, standards-referenced reporting in DSE, JUPAS places and programme requirements. Together with the use of Career Mapping, it is hoped the S4 students can formulate a good plan of their senior secondary years. The orientation will take place during common class teacher periods and combined OLE sessions and the Academic Affairs Committee will join one of the sessions. For S5, the highlight of the curriculum is Life Camp, whose theme is on career planning and team building. Prior to Life Camp, students will have covered most of Career Mapping and taken Career Interest Inventory. And after Life Camp, it is hoped they feel confident in making preliminary university programme choices and writing their self-account. As students reach S6, they will be supported in their applications to multiple pathways and their transition. (See also Section 4)</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct questionnaires and focus group interviews to find out whether the students find the curriculum addresses their needs at different developmental stages and has different dimensions of intervention</li> </ul>	<ul style="list-style-type: none"> <li>- For employment of staff and relief of career teachers' teaching workload</li> <li>- For school-based programmes</li> </ul>
3. Organize <b>career-related</b>	<ul style="list-style-type: none"> <li>- The committee will enroll students for Job Shadowing organized by Junior Achievement Business-School Partnership Programme and other career-related programmes. The</li> </ul>	<ul style="list-style-type: none"> <li>- Collect students' interest in the fields of study and</li> </ul>	<ul style="list-style-type: none"> <li>- For employment</li> </ul>

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<p><b>experiences</b> and collaborate with employers, institutions, NGOs, alumni and parents</p>	<p>annual Career Week will also invite speakers of different jobs and industries to share their work experience. The theme in 2017-18 is <i>Work Skills Work Attitudes</i>.</p> <ul style="list-style-type: none"> <li>- To connect students with mentors, S4 students can join Mentorship Programme co-organized with the Alumni Association, which is a chance to have an in-depth interview with the mentors about their growth and work. S5 students can meet up with alumni in the Life Camp and S6 Interview Skills Workshop will have alumni (and parents) to be the interviewers. All these will allow students to seek advice in future programme choices and even employment.</li> </ul>	<p>work they wish to explore</p> <ul style="list-style-type: none"> <li>- Provide students with chances to share their career-related experiences through sharing and publications</li> </ul>	<p>of staff and relief of career teachers' teaching workload</p> <ul style="list-style-type: none"> <li>- For school-based programmes</li> </ul>
<p>4. Support students in learning about, exploring and applying for <b>various options in their transition</b></p>	<ul style="list-style-type: none"> <li>- GEAR UP is an initiative to encourage S4 and S5 students to gain an early awareness and readiness for university programs. Students are expected to join an activity related to further study options once in S4 and S5 respectively. Parents are informed of the scheme through school circular and students can find out recommended activities through classroom notices and school intranet. Subject teachers' support will also be sought in encouraging students to join their subject-related activities.</li> <li>- To support students in applying for various options in their transition, the school has applied to be a UCAS centre. Students will also be assisted in their application to E-APP, Higher Institutions in Mainland and other overseas countries.</li> </ul>	<ul style="list-style-type: none"> <li>- Take records of students' participation in GEAR UP and conduct questionnaires about students' readiness for further studies</li> </ul>	<ul style="list-style-type: none"> <li>- For employment of staff and relief of career teachers' teaching workload</li> <li>- For school-based programmes</li> </ul>
<p>5. Ensure students <b>take subjects best to their interests and educational and career goals</b> in senior secondary</p>	<ul style="list-style-type: none"> <li>- S3 Short Assemblies, including mass talks, matched subject sharing by senior form students, activities from Finding Your Colours of Life will help students understand their abilities, interests and requirements of university programmes they may choose in future. Small group gatherings will also allow students to seek individual advice.</li> <li>- For S4-6 students, subject withdrawal is phased over the year, allowing them to draw a strategic plan of the number of electives to take and what electives to take. And career teacher's advice must be sought in addition to that of the class teacher and the subject teacher's. Academic advising is also conducted in S5 (See also Section 1).</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct subject selection questionnaires with S3 students and pay attention to the academic performance of the S4-6 students and the number of electives taken by the students</li> </ul>	<ul style="list-style-type: none"> <li>- For employment of staff and relief of career teachers' teaching workload</li> </ul>
<p>6. Set up an <b>electronic personal portfolio</b> for students</p>	<ul style="list-style-type: none"> <li>- Students' personal particulars, family backgrounds, academic results, OLEs, disciplinary and counseling records and destination after graduation, etc. will be kept in an electronic personal portfolio to allow an overview of individual students' personal development, identification of guidance needs in different forms and easy access to students' data.</li> </ul>	<ul style="list-style-type: none"> <li>- Review with the programmer and various users of the student personal portfolio the effectiveness of the system</li> </ul>	<ul style="list-style-type: none"> <li>- For payment of computer programmer</li> </ul>
<p>7. Organize <b>career guidance activities</b> for</p>	<ul style="list-style-type: none"> <li>- S3 parents will be met twice, once in 1<sup>st</sup> Term for a preliminary understanding of the preparation for their senior secondary education and once in 2<sup>nd</sup> Term for a detailed explanation of the subject combination in S4-6 and selection principles and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect parents' feedback after the activities and questions regarding career</li> </ul>	<ul style="list-style-type: none"> <li>- For employment of staff and</li> </ul>

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<b>parents</b>	<p>There will also be two talks for S6 parents: one in September to introduce the multiple pathways, which the students would also attend, and one before the DSE results release.</p> <ul style="list-style-type: none"> <li>- Career-related and further studies-related talks and activities for parents will also be dispatched through the PTA section of the school website.</li> </ul>	guidance / further studies for future discussion	relief of career teachers' teaching workload

\*Allocation of Grant

<b>Amount of grant</b>	<b>\$175,374.25</b>
- Brought forward from 2016-17 CLP Grant	\$75,374.25
- 2017-18 TCLP	\$100,000
<b>School-based Programmes for 2017-19</b>	
- S4 Mentorship Programme (Publication)	\$60,000
- S5 Life Camp (Camp fees and Activities)	\$50,000
- S6 Advising (Stationery)	\$3,000
- Career Development Tools	\$4,000
- Maintenance of electronic personal portfolio	\$40,000
- Other Activities & Resources	\$18,374
<b>Total</b>	<b>\$175,374.25</b>