

For information on
9 February 2015

Legislative Council Panel on Education
Progress Report on Implementation of Life Planning Education

Purpose

This paper reports on the key measures to promote life planning education for secondary school students and updates Members on the progress since the commencement of the 2014/15 school year.

Background

2. In face of the advent of information technology and explosive growth of knowledge, we need to develop students' life-long learning capabilities so that they can be better prepared to make the best of the opportunities ahead. With more learning and work opportunities opening up to young people, the role of life planning education for students is becoming more important and challenging.

3. To expand the capacity of schools in providing life planning education for their students, the Education Bureau (EDB) has provided each public sector school operating classes at senior secondary levels with a recurrent Career and Life Planning (CLP) Grant at about \$500,000 per annum starting from the 2014/15 school year, pursuant to Chief Executive's Policy Address 2014. The Chief Executive further announced in his Policy Address 2015 that we will strengthen the partnership between schools and business organisations with a view to enhancing students' understanding of different trades and preparing them for employment in the future. The ensuing paragraphs report on the key measures to promote life planning education for secondary school students and the progress made so far.

Vision of life planning education and career guidance

4. With the implementation of the new senior secondary curriculum and the diversified articulation to different pathways for life-long learning, the

senior secondary stage denotes a key transition between secondary schooling and post-secondary/vocational education and career development. Our vision is for all students to be provided with quality life planning education and career guidance services which are aligned with their developmental needs at different stages of growth. Students will be supported to make informed decisions in accordance with their interests, abilities and orientations, and assisted in managing and adapting to the transition from school to the workplace.

5. The ultimate goal is to see all students, irrespective of their abilities, orientation and levels of studies being able to understand their own career and academic aspirations; develop positive attitudes towards work and learning; connect/integrate aspirations with whole-person development and life-long learning, and utilise the acquired knowledge, skills and attitudes whenever necessary.

Observations through advisory visits

6. Within the first four months of the 2014/15 school year, the EDB has conducted advisory visits to about 100 schools to engage the school career guidance teams in professional discourse. Based on the observations from the school visits, it is found that

- a. schools are taking forward life planning education in a more systematic and co-ordinated manner, embracing a paradigm shift from career information dissemination to embodying the essence of life planning education through a holistic approach.
- b. schools in general have developed a self-improvement framework on career guidance by making reference to the cyclic process of “Planning–Implementation–Evaluation”.
- c. work plans with clear objectives and strategies in implementing life planning education as well as effectiveness evaluation mechanism are in place. It is also noted that schools have adopted a variety of evaluation tools and methods to assess the contents of their life planning programmes taking into consideration students’ interests and developmental needs.

d. over 80% of the schools visited have included major learning elements of life planning education, such as self-awareness, self-understanding and goal-setting in their school-based career guidance programmes.

7. The information and feedback collected will facilitate EDB to disseminate effective practices and enhance support to schools. The EDB will also update the “Guide on Life Planning Education and Career Guidance for Secondary Schools” issued in May 2014 and the repository of support services provided in due course.

Professional support to teachers

8. Life planning education should be led by the school leaders, organised and supervised by the career guidance personnel who may take up an advisory and consultancy role in helping students individually or in group in identifying their interests and coaching them to find and develop their personal plans and career goals. In this regard, a dedicated webpage at the EDB website has been set up to provide a platform for dissemination of updated information on further studies, vocational training, and careers opportunities as well as resources on life planning and career guidance for use of teachers.

9. Other than the development of two resource packages namely “Career Mapping” and “Finding Your Colours of Life” in partnership with the Hong Kong Association of Careers Masters and Guidance Masters, a website and mobile application “e-Navigator: Multiple Pathways under the New Academic Structure” has been developed to help students search for programme information across different local institutions and levels. The EDB will encourage schools to use different career exploration tools and share their practical experiences in supporting students in life planning.

10. To enhance the capacity of teachers, the number of structured training places on life planning education will be increased from 80 to 240 in the 2014/15 school year. We will work towards the objectives of having at least two teachers of the career team of each school having completed the certificate course or equivalent in the next three years. In tandem, the EDB will also organise seminars, talks and workshops on specific themes for teachers to

enhance their professional capability. Since September 2014, four thematic seminars on career guidance services for students with diversified educational needs, four writing skills workshops and two seminars on “Roles of Class Teacher in Supporting Students for Life Planning” have been arranged for both career teachers and class teachers. In addition, training activities will be arranged to keep teachers abreast of the latest information on further studies and career opportunities in collaboration with the business sector, tertiary institutions and the Qualifications Framework Secretariat.

11. Findings of the advisory visits indicated that some 86% of the career guidance teams have established closer collaboration with other functional teams such as the guidance teams, academic teams and social workers in planning and delivering life planning education and career guidance services. Various delivery modes are being adopted taking into consideration schools’ specific and different circumstances and context. For example, some schools have life planning education subsumed under moral and civic education, while others incorporate it as part of class-based personal growth programme. About 90% have used 80% or more of the CLP Grant on employment of staff, organisation of life planning activities and enhancement of school-based career guidance services, which indicates proper deployment of resources towards the intended objectives.

12. We aim to enhance the professional capabilities of the career guidance teachers in career development theories, application of career interest and inclination tests, career counselling, mapping of life planning education and practical strategies in career and life skills curriculum planning, implementation and evaluation in the long term.

Building up a guiding coalition

13. Collective professional development is being promoted through experience sharing and networking among schools. In the 2014/15 school year, four Professional Development Schools (PDS) have been identified to provide a platform for sharing of good practices and professional interflow among the school personnel. Each PDS has paired up with three partner schools to set up a small learning community among themselves.

14. A teacher network was established in January 2015 to provide a platform for career teachers to meet and share their experience in designing practical learning and teaching materials on career and life planning education. Participating teachers will develop innovative materials to be tried out in their lessons and uploaded on the EDB website for teachers' reference. Since September 2014, district-based networking activities have been organised for schools in the Kowloon City District, Kwun Tong District, Hong Kong East District, North District and Tai Po District. We shall further extend the cluster of learning communities where practicable to facilitate professional sharing and dissemination of effective practices for collective professional development.

15. With a view to galvanising collective efforts to promulgate life planning education, the "Forum on Life Planning Education" was hosted by EDB in November 2014. About 1,000 school personnel, parents, students, representatives from school sponsoring bodies, tertiary institutions, non-government organisations as well as the business and industrial sectors attended the event.

16. Three briefing sessions for over 1,000 school principals and teachers from the public sector secondary schools and meetings with members of the Committee on Home-School Co-operation, Federations of Parent Teacher Association and Parent Teacher Associations were arranged respectively between May and July 2014 to cascade the policy intention of the initiative and enlist the support of parents for their children in their pursuit of personal and career goal. Relevant topics on life planning education have also been incorporated in the training for school managers scheduled for the period from December 2014 to June 2015.

Business-school partnership

17. Opportunity for career exploration is a key element of life planning education for students. With more opportunities opening up to young people and changes in the workplace brought about by technology, we need to lead students out of classrooms to widen their horizons and understand the career world. The EDB has been in collaboration with business entities/organisations since 2005 in arranging career exploration activities for students. Through participating in Business-School Partnership

Programme (BSPP) activities such as talks, workshops, workplace visits and work experience programmes, students are provided with learning opportunities to explore different careers and develop positive work attitude and values which are essential elements of life planning.

18. Since December 2014, the EDB has launched the revamped webpage (www.edb.gov.hk/bspp) to provide schools and the business partners with more updated information on BSPP activities as well as an on-line application system to facilitate enrolment to the BSPP programmes. To further enhance life planning for students and provide them with different career exploration opportunities, we will strengthen the BSPP by mobilising more business organisations to forge closer partnership with schools. Our target is to increase the number of business partners from 120 in the 2014/15 school year to 165 in the 2017/18 school year.

19. We will explore with the business partners the possibility of conducting different modes of BSPP activities, such as work shadowing, taster programmes, mentorship programmes and adopt-a-school programmes, etc. Apart from providing professional advice on matters including matching schools with business partners, encouraging schools to integrate BSPP activities into the school curriculum, promoting BSPP activities and organising experience-sharing sessions for BSPP partners and schools, we also plan to extend the BSPP activities to cover school principals, teachers and parents so as to strengthen the support for students.

20. Over a three-year period as from the 2015/16 school year, we plan to commission non-government organisations, on a pilot basis, to organise work experience programmes for non-Chinese speaking students and students with specific learning difficulties. We will review and consolidate the key elements of effective practices to feedback to planning and to facilitate the setting up of a platform to showcase the exemplars of business-school partnership in three years.

Advice sought

21. Schools in Hong Kong are at different stages of development in implementing life planning education. In this connection, schools are advised to set objectives, formulate strategies and build up monitoring/evaluation mechanism for continuous development, having regard to school-based needs. The EDB has provided school personnel with some suggested items that they may look for when evaluating the work plan on life planning education and career guidance. Some of these suggested items include: can activities/programmes facilitate students' understanding of their abilities, interests as well as career aspirations and formulation of individualised plan; are multifarious kinds of career guidance related programmes/activities arranged to suit diversified needs of students; can school provide different dimensions of career guidance activities; do the target groups of the career guidance related programmes/activities cover all students; and is life planning and career guidance connected with other learning components etc. These aim at embedding the elements of life planning education in school activities as well as teaching and learning.

22. The EDB will continue to render support to schools and teachers in promoting life planning education as detailed in the paragraphs above. We plan to conduct advisory visits to all secondary schools in the next two school years to track progress and to provide professional support to them. We will also identify effective practices through school visits for dissemination and widen the networks of support for life planning education for students.

23. Members are invited to note the implementation of life planning education and the way forward in secondary schools.

Education Bureau
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