



中華人民共和國香港特別行政區政府總部教育局
Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region
The People's Republic of China

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Clerk to Panel
Legislative Council Panel on Education
Legislative Council Complex
1 Legislative Council Road, Central
Hong Kong
(Attn: Miss Polly YEUNG)

Dear Miss Yeung,

Panel on Education

**Issues relating to enhancing the professional capability of teachers
to implement life planning education**

I refer to your letter of 14 July 2015 enclosing the letter by Dr Hon CHIANG Lai-wan in which Dr CHIANG has suggested to explore the need for increasing the number of teacher training places on life planning education. The Secretary for Education has asked me to reply on his behalf as follows:

To support life planning of young people, starting from the 2014/15 school year, the Education Bureau (EDB) has provided public sector schools and Direct Subsidy Scheme schools operating classes at senior secondary levels with a recurrent cash grant at about \$500,000 per year. The grant aims to enhance the capacity of responsible teaching team in schools so as to take forward life planning education and enrich career guidance services.

Schools have been adopting different ways to provide career guidance services for students for many years. Life planning education is to further enhance and enrich development of these services building on the existing

foundation. Hence, life planning education is not completely new or totally unfamiliar to schools. Secondary schools in general have set up a life planning or career guidance team to coordinate and strengthen the implementation of life planning education in a systematic manner.

It is most appropriate and effective to have life planning education delivered by teachers as they understand the needs of their students. As such, EDB attaches great importance to enhancing the professional capacity of teachers. In the 2014/15 school year, a wide range of professional development opportunities and support have been arranged for teachers, details of which are as follows:

1. Increased substantially the number of structured training places on life planning education from 80 to 240 per year;
2. Organised different thematic courses, seminars and workshops. These included eight thematic courses on supporting students with special educational needs in life planning and courses for class teachers; four workshops on writing recommendation letters; and six seminars on non-local studies. The total number of teacher participants is about 1,600;
3. Conducted district-based networking activities for more than 300 school principals and teachers from eight districts;
4. Arranged in May 2015 three experience-sharing sessions for schools on implementing life planning education, in which about 600 school principals and teachers participated;
5. Collaborated with the business sector, tertiary institutions and the Qualifications Framework Secretariat in organising 17 different kinds of training activities including talks, workshops, visits etc. for about 700 teachers to keep them abreast of the latest information on different trades and progression pathways to support students for life planning;
6. Identified four Professional Development Schools to collaborate and engage in professional exchanges with around 700 teachers from 12 schools; and
7. Conducted visits to 225 schools (44% of the total secondary schools) by EDB staff to have professional discourse with school principals and teachers responsible for life planning and provide school-based support.

As seen from the above, enhancing teachers' professional capacity in implementing life planning should not be confined to structured training in the training rooms. It can be achieved through flexible and diversified modes of professional development. For the past year, the total number of teacher participants in the various professional development activities arranged by EDB is over 4,200. Schools could nominate teachers to participate in different activities having regard to school-based needs. In fact, not all teachers need to attend structured training. For the structured training, should the number of applications exceeds the number of places offered, priority will be given to those schools which have yet had trained teachers in this regard.

We will review the needs of the school sector, and where necessary, adjust the strategies of professional development and support as well as the number of relevant training places, with a view to further enhancing the professional capacity of teachers.

For enquiries, please contact Senior Education Officer (Career Guidance) at 3698 4060.

Yours sincerely,



(Ms S W WONG)
for Secretary for Education