

**United Christian College (Kowloon East)**  
**Annual Plan 2017-2018**  
**Life Planning Committee**

**1) AIMS**

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

**2) BIBLE SCRIPTS AND MOTTO**

1. Trust in the LORD with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.  
 你要專心仰賴耶和華、不可倚靠自己的聰明，在你一切所行的事上、都要認定他、他必指引你的路。(箴言 3:5-6)
2. A man may make designs for his way, but the Lord is the guide of his steps. 人心籌算自己的道路，唯耶和華指引他的腳步。(箴言 16:9)
3. Down to earth and touch stars by hand. 腳踏實地、伸手摘星。

**3) SWOT ANALYSIS**

<b>STRENGTHS</b> <ol style="list-style-type: none"> <li>a) Strong school leadership: positive, supportive, forward-looking</li> <li>b) Collaboration rather than competition for resources is witnessed among functional groups</li> <li>c) Active parent participation in school activities</li> </ol>	<b>WEAKNESSES</b> <ol style="list-style-type: none"> <li>a) Not much lesson time available for Life Planning Curriculum</li> <li>b) Importance of life planning not yet a widely owned concept</li> <li>c) The exam oriented environment deprives students of the time and space to think about their dream</li> </ol>
<b>OPPORTUNITIES</b> <ol style="list-style-type: none"> <li>a) Increasing support given by a growing number of alumni</li> <li>b) School has good connection with overseas universities, NGOs, and the business/ education sector</li> <li>c) Increasing number of students opting out of JUPAS and the launching of NLC poses an opportunity to work on multiple pathways</li> </ol>	<b>THREATS</b> <ol style="list-style-type: none"> <li>a) Tension brought by the need to pursue one's dream and the expectation of students to enter 'competitive subjects' at 'prestigious universities' by parents</li> <li>b) Teachers may focus more on teaching instead of student development due to the vigorous pedagogical reform</li> <li>c) Students' busy schedule unfavourable to their participation in LP activities</li> </ol>

4) **TEAM MEMBERS**

KLHY, CCC, CYKY, HCT, HCY, LCHW

5) **EVALUATION OF 2016-17 ANNUAL PLAN**

Goals	Strategies / Tasks	Target	Evaluation
<p>A. To refine the existing life planning curriculum to address the changing needs of students and society</p>	<ul style="list-style-type: none"> <li>Reviewing the existing life planning curriculum (both formal and informal) and identify areas of improvement</li> </ul>	-----	<p>A general review of the existing curriculum was conducted, which form the basis of the revised LP curriculum plan and goals for all forms. ‘Goals and Framework for Life Planning Education’ for all forms was devised and disseminated to all forms. FTs welcomed the plan to give them a better direction to cater for students’ need in life planning and students’ response in the activities were positive. Two major areas, namely self-understanding and understanding of the working world were enhanced, with more experiential activities organized to help students understand their personal interest and values and the changing working world. Life planning elements were infused into form activities in S4, starting from Orientation Day, followed by activities related to the exploration of one’s life values and university summer programs. A whole-form life planning activity called my ‘My City’ was also organized for S4 students during post-exam period. Students in general found it useful in helping them understand their strengths and learn about leadership and cooperation in workplace setting. Three assemblies were also dedicated to life planning topics, ranging from goal setting to some specific career fields. Students in general found the workplace activities useful in understanding both the career and their own preference, though a greater variety of careers should be provided next year and more should be offered for junior form students.</p>
	<ul style="list-style-type: none"> <li>Preparation of ‘<b>Goals and Framework</b> for Life Planning Education for all forms’</li> </ul>	-----	
	<ul style="list-style-type: none"> <li>Collaborating with L&amp;S Department on the life planning component in <b>S2 L&amp;S lessons</b></li> </ul>	S.2 students	
	<ul style="list-style-type: none"> <li>Incorporation of life planning elements into form activities                             <ul style="list-style-type: none"> <li>a) FP</li> <li>b) Post-exam whole form activity</li> </ul> </li> </ul>	S.4 students	
	<ul style="list-style-type: none"> <li>Mass education through assembly on the topic of ‘work’ / ‘aspiration’</li> </ul>	All students	
	<ul style="list-style-type: none"> <li>Organizing <b>work experience/</b> attachment activities                             <ul style="list-style-type: none"> <li>a) Work simulation experience (Edvenue)</li> <li>b) Career Sparkle (St. James)</li> <li>c) Company visit</li> <li>d) Job shadowing</li> </ul> </li> </ul>	<p>All S.2 Ss</p> <p>S.4 &amp; S.5 Ss</p> <p>S.4 &amp; S.5 Ss</p> <p>S.4 &amp; S.5 Ss</p>	

Goals	Strategies / Tasks	Target	Evaluation
<p>B. To enhance the training of teachers and parents on the major concepts and implementation of life planning education</p>	<ul style="list-style-type: none"> <li>• Provision of PD sessions for FTs</li> <li>• Provision of support to teachers on university application and multiple pathways</li> <li>• Inviting non-LP / non-S.6 FTs to help students with post-DSE JUPAS choice reprioritization and providing them with the training necessary</li> <li>• Organizing one parents workshop on personality and aspiration</li> </ul>	<p>S.3 – S.6 FC, FTs</p> <p>S.4-6 FTs, AFTs</p> <p>All teachers</p> <p>S.4 parents</p>	<p>Four PD sessions were provided throughout the year, namely ‘Training for S3-S6 FTs on multiple pathways’ (13/9/2016), ‘Training for S4 FTs on the use of “value cards” (23/11/2016), ‘PD for all teachers on diversified life planning needs of students’ (28/4/2017) and ‘Training on counseling students after DSE release’ (5/7/2017). Most participating teachers found the sessions useful and practical. Survey was also conducted on teachers’ preference for future PD topics.</p> <p>A total of 16 teachers were held responsible for JUPAS reprioritization counseling this year, with 7 of them being new to this job. Most of them found the experience very useful in enhancing their understanding of JUPAS and multiple pathways and equipping them with the skills and background knowledge in giving guidance to students in future.</p> <p>A workshop was organized for S.4 parents on 24/2/2017 on students’ personality and study/ career options and parents’ role in guiding them. About 100 parents attended the workshop. Most of them found both the content and discussion in small groups practical and relevant to their needs.</p>
<p>C. To enhance the support given to students regarding their life planning through individual counseling, information dissemination</p>	<ul style="list-style-type: none"> <li>• Amending the S.6 coaching handbook to better address students’ needs</li> <li>• Holding at least 5 overseas university briefing sessions during lunch time, with at least one with a high QS ranking</li> <li>• Enhanced support given to students applying for universities in Taiwan, mainland and UK</li> </ul>	<p>S.6 students</p> <p>S.4 – S.6 students</p> <p>S.5, S.6 students</p>	<p>Each S.6 student was assigned a career counselor in both the first term and after DSE release to take care of their further study needs. They were allowed to indicate the area they wanted the counselor to focus on for the first counseling session, making the counseling process more focused.</p> <p>Ten events were organized in relation to overseas study, with universities from Canada (Trinity Western), Australia (UNSW, University of Queensland), USA (IWU), UK (UCL, King’s College, Imperial College, SOAS, Queen Mary University, University of Reading) delivering</p>

and resources management	• Participation in a Life Planning Pilot Scheme for NCS students	NCS students	admissions talk or holding consultation session with students.
	• Effective use of various channels for information dissemination	All students & teachers	Students opting for non-DSE pathways were also given the support necessary to help them explore alternatives.
	• Establishment of Career Room	All students	Pilot scheme of life planning education was held for NCS students, in collaboration with Caritas. Workshops and company visits were held.
	• Increasing the collection of books related to aspiration and life planning	All students	Career Room was established and in use starting from 9/2016, with useful resources on further study available for students' perusal. A Facebook page called 'Life Planning and Further Studies' was set up, with useful information and news uploaded for students' reference. School intranet was also vigorously used as a platform for information dissemination, promotion of activities and storage and retrieval of useful information. An increase of 36% of library books related to life planning was witnessed, mostly related to career and the pursuit of dreams. A book exhibition of all titles related to life planning was held in mid-May for 2 weeks.

## 6) OBJECTIVES & GOALS FOR EACH FORM

To better facilitate the whole-school approach of life planning education, goals for all forms are specified in the table below, which may still be subject to minor amendment.

	S.1	S.2	S.3	S.4	S.5	S.6
	<b>Adaption to JS learning - building competence &amp; confidence</b>		<b>Getting ready for transition to NSS and adaptation to NSS learning</b>		<b>Getting ready for transition to university (Choice of institution &amp; majors)</b>	
<b>I. Self-understanding</b>	Understanding & developing their strengths and personal attributes	Making more realistic self-assessment of achievements, qualities & abilities	Understanding your personality and occupational preference	Understanding their personality, trait factor	Gaining a holistic understanding of personal attributes, personalities and abilities	Integrating personal growth into career development
	Building a positive self-image and confidence					
		Understanding their life values	Understanding their life values and work values		Understanding their work values and the forces behind	
<b>II. Exploration of further education and career</b>	Exploring one's dream					Articulate one's dream
	Exploring different careers	Exploring less common careers	Exploring various careers and stereotyping associated with	Identifying careers they are interested in / that match their personality	Exploring careers they are interested in / that match their personality	
		Exploring subjects offered at University	Exploring U programs / subject areas they like	Exploring universities and subjects they like	Exploring universities and subjects they like	
				Understanding QF	Exploring various local and overseas study options	
<b>III. Management of further education and career</b>					Formulating medium and long term goals and career/ learning targets	Establish career aspiration & related study targets
			Making informed NSS subj. choices	Learning to make informed choices concerning further study		Making informed choices concerning further study
	Learning goal-setting methods (e.g. SMART)		Setting tentative study plan and strategies for NSS with or without connection with personal goals and aspirations		Formulating study plan and strategies to realize learning / career goals	
				Understanding what SLP & OEA are	Preparing for SLP & OEA	Developing skills and attitudes in presenting themselves

### 7) THREE-YEAR DEVELOPMENT PLAN (2016-2019)

Our three-year plan was devised last year based on the evaluation conducted and feedback from ESR report by EDB in 2016. This plan forms the basis of our work in the current developmental cycle.

Domains	Task	16-17	17-18	18-19
I. Mass education	Assembly sharing on work/global trend/ U life	2 / year	1 / term	1 / term
	School activities	Whole-form life planning activity for S.2 / one junior form (e.g. LWL Day/ post-exam period)		
II. Curriculum	Curriculum goals and framework	Goals and framework for S1- S6 ready	Refinement of the framework	
	Formal curriculum (in collaboration with L&S)	Review and refinement of S2 life planning components in L&S lessons	Addition of life planning component to S.1 L&S lesson Review and refinement of S1 LP components in L&S lessons	
III. Workplace experience/ attachment	Workplace visits	2-3/ year	5/ year	5/year
	Work experience	Workplace simulation activity Job shadowing in collaboration with M&S (target:10-15 students)		Job shadowing activities in collaboration with M&S & KE parents
IV. Individual support	S6 – twice a year Other forms – voluntary basis	Individual/ Group counseling service provided for S3-5 as well More support given to the following groups of students: (1) Overseas study (2) Students leaving school before completing DSE		
V. Info dissemination & resources management	Intranet – eClass	Making full use of Life Planning Classroom for Ts and Ss' access		
	Other social media Careers Corner	Life Planning – FB page Establishment of Careers Room	-----	
VI. Overseas studies	Building network with overseas universities	At least 5 sessions of U briefing held during lunch time/ FP	At least 8 sessions of U briefing held during lunch time/ FP	
	Helping students of different abilities to apply for U overseas	At least 1 overseas university with high QS ranking deliver a talk/ briefing session to our students.	At least 2 overseas universities with high QS ranking deliver a talk/ briefing session to our students.	
	Helping Ss & Ts on how to process the application documents	At least 1 session on processing application documents held for students planning to study abroad.		

<b>Domains</b>	<b>Task</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
VII. Training of students and teachers	Career Class Reps	Strengthening the role of Career Class Rep in disseminating and collecting info		Formation of Career Prefect/ Committee
	Career Team	3 years – 2 Ts 20-hr course + 2 Ts EdU 5-week program		
	S3-6 FTs	On JUPAS	On writing reference letters	On multiple pathways
	Supporting FTs	<ul style="list-style-type: none"> <li>• How to complete or process different documents</li> <li>• Templates (Chinese/ English reference letters) for FTs</li> <li>• Handling some referral cases / dropout for FT or FC</li> </ul>		
VIII. Parent education	Communicating with parents our rationale/ approach and how they can support their child in the pursuit of their dream	Infusion of life planning elements into S.4 Parents Orientation in the beginning of the school year Workshop for S.4 parents on personality and choice of career	PTHH/ S1 Orientation – on life planning and the pursuit of dreams	S1 Parents class

8) 2017 – 2018 IMPLEMENTATION PLAN

Major concern (School Plan #2b) – To advance the practice on life planning for nurturing leadership

Goals	Strategies / Tasks	Target	Date / period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources	
A. To implement the refined life planning curriculum to address the changing needs of students and society	<ul style="list-style-type: none"> <li>Use of an <b>online program</b> named ‘Probe’ to help students identify and explore careers they are interested in</li> </ul>	S.1 – S.5 students	9/2017 – 5/ 2018	<ul style="list-style-type: none"> <li>Smooth running of the online program and other experiential activities</li> <li>Feedback from FCs, FTs and students on the usefulness of programs/ outing</li> <li>Reflections written by participants in the workplace experience activities</li> </ul>	CYKY, S.1-5 FCs, FTs	\$6000	
	<ul style="list-style-type: none"> <li><b>Experiential activities</b> helping students explore their values, skills and personality are organized                             <ul style="list-style-type: none"> <li>- 生涯咭 (S.4)</li> <li>- 能力咭 (S.5)</li> </ul> </li> </ul>	S.4 & S.5 students	S.4: 2 <sup>nd</sup> & 3 <sup>rd</sup> term S.5: 1 <sup>st</sup> & 2 <sup>nd</sup> term		KLHY, S.4 & S.5 FC, FTs, AFTs, social worker	\$8000 (能力咭 32 sets)	
	<ul style="list-style-type: none"> <li>Collaborating with LS Department on the life planning component in <b>S.1 LS lessons</b></li> </ul>	S.1 students	3 <sup>rd</sup> term		HCY		
	<ul style="list-style-type: none"> <li>Incorporation of life planning elements into <b>form activities</b> <ul style="list-style-type: none"> <li>a) Orientation Day</li> <li>b) FP</li> <li>c) Post-exam whole form activity</li> </ul> </li> </ul>	S.4 students All students S.4 students	29/8/2017 Whole year 4/7/2018		KLHY, team members, FC & FTs	\$800 \$25,000	
	<ul style="list-style-type: none"> <li>Mass education through <b>assembly</b> on the topic of ‘work’ and ‘aspiration’, with one on a less popular/ new career</li> </ul>	All students	14/9/2017 30/11/2017 29/1/2018 16 or 19/4/2018			KLHY CYKY LCHW	\$2000
	<ul style="list-style-type: none"> <li>Organizing at least 5 <b>work experience/</b> attachment activities                             <ul style="list-style-type: none"> <li>a) ‘Career Express’ (Edvenue)</li> <li>b) Career Simulation (St. James)</li> <li>c) Company visit/ job shadowing</li> </ul> </li> </ul>	All S.2 Ss S.4 & S.5 Ss S.4 & S.5 Ss	23/3/2018 13/2/2018 Post-exam			KLHY, HC KLHY, team members	\$28,000 \$10,000

Goals	Strategies / Tasks	Target	Date / period of implementation	Success criteria / method of evaluation	PIC	Budget/ resources
B. To enhance the training of teachers and parents on the changing concepts of life planning education and students' diverse needs	<ul style="list-style-type: none"> <li>Provision of 3 PD sessions for teachers based on the feedback collected last year and the changing needs of students</li> </ul>	All teachers	Whole year	<ul style="list-style-type: none"> <li>3 PD sessions held</li> <li>Feedback from teachers on the usefulness of the training and resources provided</li> </ul>	KLHY and team members	
	<ul style="list-style-type: none"> <li>More support and resources given to teachers on writing reference letters</li> </ul>	S.4-6 FTs, AFTs	Whole year		KLHY, LCHW	
	<ul style="list-style-type: none"> <li>Training non-LP / non-S.6 FTs for counseling students during post-DSE release JUPAS reprioritization</li> </ul>	Selected teachers and Panel Heads	7/2018	KLHY, CCC		
	<ul style="list-style-type: none"> <li>Sharing with all S.1 parents on the life planning education curriculum and the changing concepts behind</li> </ul>	S.1 parents	25/8/2017	<ul style="list-style-type: none"> <li>Feedback from parents</li> </ul>	KLHY	
	<ul style="list-style-type: none"> <li>Organizing one parents workshop on personality and aspiration</li> </ul>	S.4 parents	2/3/2018		HCY	Funding from HAB
C. To enhance the support given to students through individual counseling, information dissemination and better networking and collaboration with both local and overseas universities/ institutions	<ul style="list-style-type: none"> <li>Amending the counseling arrangement to better address students' needs</li> </ul>	S.6 students	9/2017 – 12/2017	<ul style="list-style-type: none"> <li>Feedback from teachers and students on the usefulness and effectiveness of counseling sessions</li> </ul>	KLHY, team members	
	<ul style="list-style-type: none"> <li>Provision of individual counseling to S.5 students</li> </ul>	S.5 students	2 <sup>nd</sup> / 3 <sup>rd</sup> term		HCT	
	<ul style="list-style-type: none"> <li>Holding at least 8 overseas university briefing sessions during lunch time, with at least two with a high QS ranking</li> </ul>	S.4 – S.6 students	Whole year		Whole team	\$3,000
	<ul style="list-style-type: none"> <li>Participation in at least 5 activities organized by local universities</li> </ul>	S.3 – S.5 students	Whole year	Whole team		
	<ul style="list-style-type: none"> <li>Enhanced support given to students applying for universities in Taiwan, mainland, UK and Australia</li> </ul>	S.5, S.6 students	Whole year	KLHY, LCHW, CYKY, CCC		
	<ul style="list-style-type: none"> <li>Increasing the collection of books related to university application, aspiration and life planning</li> </ul>	All students	Whole year	<ul style="list-style-type: none"> <li>An increase of 20% in related library titles</li> </ul>	KLHY, AL	\$7,000

## 9) SCHEDULE OF ACTIVITIES

Date	Day	Form	Time	Activity	Objectives
9/2017 – 12/2017	---	6	Lunch/ after school	Individual counseling and gap management	1, 2, 4, 5
12/9/17	Tue	5	3:30-4:15	Multiple Pathways 201	1, 2
14/9/17	Thur	All	ASSEMBLY	Studying in UK - sharing by alumni	2
15/9/17	Fri	4,5,6	3:30-4:30	Cambridge University Admissions Talk	2, 4
18/9/17	Mon	5, 6	1:15-2:00	Consultation by Trinity Western University*	2
19/9/17	Tue	3	3:30-4:00	COA Probe - Career Exploration	1, 3
19/9/17	Tue	6	3:30-4:15	Introduction to JUPAS and life planning activities	1, 2
26/9/17	Tue	6	3:30-4:30	Alumni's sharing	1, 2
27/9/17	Wed	6	2:00-3:30	JUPAS strategies (II) – by Hok Yau Club	2, 5
14/10/17	Sat	6	9:00-1:00	DSE release socio-game	1, 2, 5
20/10/17	Fri	6	6:30-9:00	S.6 parents night	6
24/10/17	Tue	3	3:30-4:15	S3 subject choice introduction	2
24/10/17	Tue	5	3:30-4:00	COA Probe - Career Exploration	1, 3
31/10/17	Tue	3	3:30-4:30	My type (learning inventory)	1
31/10/17	Tue	4	3:30-4:00	COA Probe - Career Exploration	1, 3
7/11/17	Tue	6	3:30-4:15	OEA	5
17/11/17	Fri	3	7:00-9:00	S3 parents night	6
30/11/17	Thur	All	ASSEMBLY	Students' sharing - mentoring program, workplace experience	2, 3

<b>Date</b>	<b>Day</b>	<b>Form</b>	<b>Time</b>	<b>Activity</b>	<b>Objective</b>
6/12/17	Wed	6	2:00-4:00	Interview workshop	5
12/12/17	Tue	3	3:30-4:00	Viewing subject choice materials	2
2/1/18	Tue	2	3:30-4:00	COA Probe - Career Exploration	1, 3
9/1/18	Tue	2	3:30-4:00	COA Probe - Career Exploration	1, 3
16/1/18	Tue	4	3:30-4:30	Holland model SDS (I)	1
16/1/18	Tue	3	3:30-4:30	S3 Subject consultation session (I)	1, 2
23/1/18	Tue	3	3:30-4:30	S3 Subject consultation session (II)	1, 2
26/1/18	Fri	3	8:00-9:30	S3 parents and students' workshop on subject selection	6
29/1/18	Mon		ASSEMBLY	TBC	3
30/1/18	Tue	3, 4, 5	2:30-4:30	UK University Fair (TBC)	2
2 <sup>nd</sup> & 3 <sup>rd</sup> term	-----	5	Lunch/ after school	Individual counseling for S5 students	1, 2, 4
6/2/18	Tue	4	3:30-4:30	Holland model SDS (II)	1
6/2/18	Tue	5	3:30-4:30	Multiple pathways 202 – Alumni's sharing on U and majors	2, 5
13/2/18	Tue	4, 5	12:30-4:30	Career Sparkle – Career Simulation Game*	3
2/3/18	Fri	4	7:30-9:00	S4 parents night	6
23/3/18	Fri	2	9:00-1:00	Life Wide Learning Day (TBC)	3
11/4/18	Wed	5	2:00-3:30	My CV	5
16 or 19/4			ASSEMBLY	TBC	3
17/4/18	Tue	4	3:30-4:30	Multiple Pathways 101	1, 2
17/4/18	Tue	1	3:30-4:00	COA Probe - Career Exploration	1, 3
24/4/18	Tue	1	3:30-4:00	COA Probe - Career Exploration	1, 3
24/4/18	Tue	5	3:30-4:15	Multiple Pathways 203	5

<b>Date</b>	<b>Day</b>	<b>Form</b>	<b>Time</b>	<b>Activity</b>	<b>Objective</b>
8/5/18	Tue	3, 4, 5	3:30-4:40	Talk by professionals	3
29/6/18	Fri	4, 5	1:30-2:30	Briefing for company visit*	3
3/7/18	Tue	4, 5	1:30-4:30	Company visit*	3
4/7/18	Wed	4	12:00-4:00	OLE Day	1, 3
5/7/18	Thur	6	7:30-9:30	DSE release workshop for S6 parents & students	2, 6
6/7/18	Fri	5	7:30-9:30	S5 parents night	5, 6
11/7/18	Wed	6		DSE release and JUPAS reprioritization	-----

- *Optional activity – Enrolment needed for students who are interested in taking part.*
- *Some other optional activities that are not confirmed at the moment of documentation are not listed here.*