

Part C – Project Details

1. Goals & Objectives:

Short-term

Students:

- ✧ To assist them to understand about self, further studies opportunities and the world-of-work through different means such as workshops, visits and career exploration day so that they can set up their own career goals

Teachers:

- ✧ To enrich their knowledge in career education and career guidance in Hong Kong
- ✧ To learn the career guidance skills in helping students make informed career decisions

Parents:

- ✧ To enrich their knowledge in multiple pathways for further studies opportunities and the DSE

Long-term

Students:

- ✧ To understand more about self, further studies opportunities and the world-of-work so that they are able make better career decisions for themselves

Teachers:

- ✧ To provide career guidance and emotional support to students when making their career decisions
- ✧ To practise more professional career guidance skills with students even after the completion of the project

Parents:

- ✧ To understand more about further studies opportunities and the DSE so that they are able to provide support to their children for their career decisions

2. Needs Assessment:

In Hong Kong secondary schools, Career Guidance did not receive as much attention as other pastoral care committees such as Guidance and Counselling or Discipline before the Education Reform (Education Commission 2000). However, its role has been redefined as “not simply a service but an integral part of the NSS curriculum” (Education and Manpower Bureau 2006: para. 4.16). Unfortunately, in Hong Kong, the limited manpower (Leung 2002) and insufficient teacher training in both theory and practice (Ho 2008) may be problems to the school in implementing the career education successfully.

Our school is a Band 1 school in Hong Kong. In the past, about 80% of our graduates studied in the local tertiary institutions and so the focus of career guidance was mainly further studies opportunities especially under the JUPAS in Secondary 7. During the first cohort of the NSSC, it is found that half of the students may choose to further their studies in other pathways

such as overseas, self-financed degree programmes. Multiple pathways should be made known to students, but some teachers or parents are not familiar with these opportunities. In addition, due to the Education Reform, more career-related experiences or opportunities should be provided to students. Therefore, the student needs are quite different from those in the past and the demand from teachers' professionalism is also changing. There is a practical need to provide opportunities to develop the importance of career education to not only students, but also teachers and parents.

After the first cohort of the NSSC, our school is going to put "promoting career education at school" as one of the major concerns in the 5-year school development plan and the school-based curriculum should be designed for our school. The school-based subject of Career Education has just been introduced in the S4 curriculum in 2012-2013 so that students are given formal lesson time to discuss their career planning with their teachers and classmates since S4. We also find that the significant others of students should also be educated for their career decisions and so programmes for teachers and parents should be arranged. However, few schools have developed comprehensive career guidance programmes for students and so we would like to develop our own programmes in preparing students for making informed career decisions from various perspectives.

3. Targets & Expected Number of Beneficiaries:

	Students	Teachers	Parents	Public
Expected no.	450 (S4 to S6) (direct); 450 (S1 to S3) (indirect)	55	450 (S4 to S6) (direct); 450 (S1 to S3) (indirect)	many

The indirect beneficial group is the junior form students. Although they may not be the direct participants in many of the programmes, they can still learn the importance of career planning through the sharing sessions in school assemblies and the careers quiz and game booths during lunch time organized by senior form students on Career Games Day. Another indirect beneficial group is junior form parents. Even though they are invited to attend the S4 to S6 parent talks, all the materials will be uploaded in our school website so that all the information can be accessed. In addition, a Booklet will be published to share the evaluation of the programme so that the public such as other schools can adopt the materials to tailor make them for themselves. We are also willing to share our experience with other schools at such occasions as the joint school staff development day.

4. Conceptual Framework

Career guidance is described as the process to help students understand and act on self-knowledge and knowledge of opportunities in work and education, and develop the decision-making skills for their own career development (Herr, Cramer & Niles 2004). In

secondary schools, students have to make lots of career decisions which may affect their studies and work in future.

Among career choice and development theories, Donald Super developed one of the most universally accepted theories of career decision making. According to Super (1990), the vocational development of people involves several life stages and their respective developmental tasks. The secondary school students should be experiencing the *exploration stage* (age 15-24). For the senior level students, the developmental process is *tentative* (age 15-17) where needs, interests, capacities, values and opportunities are all considered and tentative choices are made and tried out in fantasy, discussion, work, etc. (Super & Jordaan 1973). In this stage, their developmental task is *crystallizing* (age 14-18) a career choice where they formulate "a general vocational goal through awareness of resources, contingencies, interests, values, and planning for the preferred occupations" (Zunker 2012: 16). Ireh (2000) described that the developmental tasks in this stage focus on making efforts to have better ideas of occupational information, choose career alternatives, decide on occupations and start to work. Therefore, in our school, the programmes designed for students should focus on 1) goal setting, 2) understanding of self, 3) understanding the further studies opportunities and 4) understanding of the world-of-work.

5. Principal, Teachers, School Supporting Staff Participation in the Project

Principal

Our school principal, will be the advisor of the project. With his valuable advice and unconditional support, the project should be implemented smoothly. It is believed that the students should eventually be able to develop clear career goals and make informed career decisions for their future.

Vice-Principal (Pastoral Care) / Teachers in Careers Guidance Committee / Career Education Department

- ✧ To plan the school-based programmes for the students
- ✧ To coordinate the programmes as liaison officers within and outside school
- ✧ To develop the school-based curriculum of Career Education
- ✧ To set up the Career Education Resources Corner at school
- ✧ To assist the implementation of the programmes
- ✧ To learn and practise the career guidance skills in helping students make informed career decisions through participating in the briefing and evaluation sessions with the service providers in the programmes
- ✧ To participate in the programmes as helpers / trainers / facilitators
- ✧ To evaluate the effectiveness of the programmes

Class Teachers

- ✧ To assist the implementation of the programmes
- ✧ To learn and practise the career guidance skills in helping students make informed career

decisions through participating in the briefing and evaluation sessions with the service providers in the programmes

- ✧ To participate in the programmes as helpers / trainers / facilitators
- ✧ To evaluate the effectiveness of the programmes

Programme Assistant (Qualification: Tertiary graduates such as holding Associate Degree)

- ✧ To act as a clerical staff to prepare teaching materials and programme materials
- ✧ To support the teacher-in-charge for the follow-up work with the guests before and after the programmes such as confirming with the alumni before the programmes, returning forms and documents to the service providers after the programmes
- ✧ To assist in the implementation of programmes such as distributing and collecting reply slips
- ✧ To participate in all programmes as helpers such as a photographer and a supporting staff
- ✧ To collect and input data for the programme questionnaires and evaluation
- ✧ To help teachers monitor the school-based career activities organized by students such as Career Games Day
- ✧ To manage the Career Education Resources Corner at school
- ✧ To make use of the IT tools such as Photo Shop to design the pamphlets for the programmes

School Clerical Staff

- ✧ To deal with and keep all the financial records of the project
- ✧ To prepare the financial reports of the project

Service Provider

- ✧ To develop workshops' training materials in consultation with school teachers
- ✧ To implement the student workshops as facilitators
- ✧ To evaluate the effectiveness of the workshops with Careers Guidance teachers and class teachers

6. Implementation Plan with Time-line

(Please refer to the Appendix 1)

7. Expected Deliverables and Outcome

- ✧ **Students:** A S4 Career Education Handbook (Student Version) and a Student Individual Portfolio (Career Planning) for all Senior Secondary students.
- ✧ **Teachers:** A S4 Career Education Handbook (Teacher Version), a teaching kit and the training materials including lecture notes, Powerpoint slides from the guest speakers and the service providers
- ✧ **Parents:** The materials disseminated in the talks such as leaflets, Powerpoint slides
- ✧ **OVERALL:** 1) a Booklet after the completion of the whole project which includes the S4

school-based curriculum, feedback from students, teachers and parents, and the collection of photos; 2) a sharing session at school and other appropriate occasions such as EDB functions

8. Budget

Items	Description	Amount	Subtotal
A. Staff Cost			
1 Programme Assistant (1 year contract)	To support clerical and administrative work, develop the school-based website and implement the career-related activities (Office hour: 8:30-5:00 Mon-Fri and sometimes Saturday) \$9,000 + 5% (MPF) = \$9,450	\$113,400	\$113,400
B. Equipment and Books			
2 Set up Career Education Resources Corner	2.1 2 Cabinets 2.2 Books, journals in the library 2.3 4 Tablets for group counselling	\$6,000 \$10,000 \$16,000	\$32,000
C. Services			
3 Understanding of Self and Goal Setting	3.1 Half-day Workshop – Understanding of Self and Goal Setting Fees for service provider (\$500 x 3 x 2)	\$3,000	\$3,000
4 Understanding further studies opportunities	4.1 Workshops on JUPAS Choice Fees for service provider: - S5 (\$500 x 3 x 2) - S6 (\$500 x 3 x 2) 4.2 Mock DSE Release Result Day Fees for service provider (\$8,000)	\$3,000 \$3,000 \$5,040	\$11,040
5 Understanding the world-of-work	5.1 Working Reality Project Fees for service provider (\$30,000)	\$18,900	\$18,900
D. General Expenses			
6 Develop school-based Career Education Handbook	6.1 Expenses for developing handbooks, manuals, teaching kits, etc. such as purchasing copyrights of clip arts	\$3,000	\$3,000
7 Understanding further studies opportunities	7.1 Visits Subsidy of coach (\$2,000 x 4)	\$5,040	\$5,040
8 Understanding the world-of-work	8.1 Visits Subsidy of coach (\$2,000 x 4) 8.2 Other Taster Programmes (\$1,000)	\$5,040 \$630	\$5,670
9 Career Exploration	9.1 Half-day Career Exploration Day Decoration fees (\$3,000), souvenirs for guest speakers (\$100 x 20), student handbook (\$300 x 5), printing expenses (\$2,000)	\$8,500	\$8,500

10	Student Sharing Sessions	/	/	/
11	Career Games Day	11.1 Career Games Day Decoration fees (\$400), gifts for students (\$400), printing expenses (\$200)	\$1,000	\$1,000
12	Teachers – staff development programme	12.1 Remuneration to the guests for the school-based Staff Development Programme (\$800 x 3 x 2)	\$4,800	\$4,800
13	Parents – Parents' talks	13.1 Printing (Booklets for Parents) (\$500 x 2) 13.2 Remuneration to the guests for the DSE parents talks (\$500 x 2)	\$1,000 \$1,000	\$2,000
14	Purchase of career assessment tools	14.1 Career Interest Inventory including license charges (\$15 x 480), teacher training (\$200 x 2), administrative fee (\$500)	\$8,100	\$8,100
15	Material Costs	15.1 Preparation (including editing and designing fees) of the Booklet after the completion of the whole project	\$2,500	\$2,500
16	Audit Fees	16.1 Audit fees for the financial report after the completion of the project	\$5,000	\$5,000
Total:				\$223,950 (round up to \$224,000)

Remarks: Costs in brackets in the budget plan above show the original costs of such activities.

Formula for our school: Total cost for student learning activity x (0.5 + 0.5 X 21% + 0.25 x 10%)

CSSA + SFAS Full Remission = 21%; SFAS Half Remission = 10%. The percentages of students with the status of CSSA / SFAS full remission and SFAS half remission were based on data obtained at our school in 2011-2012.

Asset Usage Plan

Category	Item/Description	No. of Units	Total Cost	Proposed Plan for Deployment
Cabinets	The library cabinets to keep all the books purchased in this project	2	\$6,000	to be used in the library to carry all the career library books
Tablets	The tablets used for group counselling	4	\$16,000	to be kept in the library for group counselling

Report Submission Schedule

My school commit(s) to submit proper reports in strict accordance with the following schedule:

Project Management		Financial Management	
Report Type and Covering Period	Report due date	Report Type and Covering Period	Report due date
Final Report 1/5/2013 – 30/4/2014	31/7/2014	Final Financial Report 1/5/2013 – 30/4/2014	31/7/2014

9. Evaluation Parameters and Methods

- ✧ The evaluation method is mostly questionnaires (pre-test & post-test questionnaires for workshops) with performance indicators – 75% of items in the questionnaires obtained rating of Level 3 or above) (*quantitative*).
- ✧ Students are required to write feedback which will be kept in their Student Individual Portfolio. Observation and feedback from teachers and the service providers. Teacher and parent feedback will also be collected after each of the corresponding programme (*qualitative*).

10. Sustainability of the Outcome of the Project

School: After the completion of the project, the school-based curriculum will be evaluated and modified. It will become our school-based project. Careers guidance teachers can have concrete experience in helping the development of the committee at school to better meet the students' needs in career guidance through working with the service providers. Class teachers can also make use of the knowledge learnt in the staff development programme and the collaboration with the service providers to provide support to students in future.

Senior form students: They are more confident in making informed career decisions for themselves in future. They can share their experience in clarifying their careers goals, understanding themselves and making more informed career decisions in the school assemblies. They will also be given an opportunity to share their learning in the school newsletter.

Junior form students: They can be informed the importance of career planning through the sharing sessions of the senior form students and Career Games Day so that they can be motivated to start thinking about their career plans for their studies and work.

Parents: They have more confident in helping their children to plan their future. They can also

share with other parents in future.

Public: We can first share our experience in implementing the project by publishing a Booklet. We will also contact the EDB or our own sponsoring body to share our experience, if necessary, in the relevant functions.

11. Dissemination

For the students' programmes, they will be updated in the school website and published in the school newsletter. For the teachers' and parents' programmes, they will be promoted among the teachers and the parents. After the completion of the project, a Booklet will be published and sharing sessions can be organized to share with other schools which are interested in implementing the school-based career education our experience.

12. References

- Education Commission. (2000). *Learning for Life. Learning through Life. Reform Proposals for the Educational System in Hong Kong*. Hong Kong, China.
- Education and Manpower Bureau. (2006). *Action for the Future – Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*. Hong Kong, China.
- Herr, Edwin L.; Cramer, Stanley H.; Niles, Spencer G. (2004). *Career Guidance and Counseling through the Lifespan: Systematic Approaches* (6th Ed.). Boston, Mass.: Pearson/Allyn and Bacon.
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- Ireh, Maduakolam (2000). "Career Development Theories and Their Implications for High School Career Guidance and Counseling". *The High School Journal* 83 (2) pp.28-40.
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- Zunker, Vernon G. (2012). *Career Counseling: A Holistic Approach*. (8th Ed.). Brooks/Cole, CENGAGE Learning.

Highlights of the Proposal

Programmes

- ✓ *Students* –
 - ✧ *Workshops* ~
 - Understanding of Self & Goal Setting
 - JUPAS Choice
 - ✧ *Visits* ~
 - *Further Studies*
 - ✧ *Talks* ~
 - *Workplace*
 - *Further Studies*
 - ✧ *Other Taster Programmes* such as Learning Experiences
 - ✧ *School-based Programmes* ~
 - Working Reality Project
 - Mock DSE Release Result Day
 - Career Exploration Day
 - Career Games Day
- ✓ *Teachers* –
 - ✧ Staff Development Programmes
- ✓ *Parents* –

Background / Current Situation of School

- ✓ Traditional Band 1 girls' school
 - ✓ Limited knowledge to the importance of career education (by students, teachers and parents)
 - ✓ Limited experience / exposure in handling students' career guidance on multiple pathways by teachers
- Since the academic year of 2012-2013,
- ✓ "Promoting career education at school" – one of the major concerns in School Development Plan
 - ✓ Setup of Career Education Department
 - ✓ Introduction of S4 Career Education Curriculum

Expected Deliverables, Outcome & Project Sustainability

- ✓ *Students* –
 - ✧ S4 Career Education Handbook; Student Individual Portfolio
 - ✧ more confident in planning their future in their life (*senior form students*); motivated to start their career planning through the inspirations of senior formers (*junior form students*)
- ✓ *Teachers* –
 - ✧ S4 Career Education Handbook & teaching kits; training materials from guest speakers and service providers
 - ✧ more practical career guidance skills to help students in future
- ✓ *Parents* –
 - ✧ materials disseminated in the talks
 - ✧ more confident in helping children for their career plans; share with other parents in future
- ✓ *the Public* –
 - ✧ booklet after the completion of the project; sharing sessions to the public

Appendix 1

6. Implementation Plan with Time-line

Schedule	Programme	Responsible Parties	Target (number)	Details	Success Criteria
May 2013	Recruitment of Programme Assistant	Principal & Careers Mistress	-	/	/
Students:					
May 2013 – Apr 2014	Set up & manage Career Education Resources Corner	Assistant Careers Mistress & Programme Assistant	-	<ul style="list-style-type: none"> - set up the corner at school library - purchase books & journals (such as career guidance books for teachers & students) - monitor the borrowing records 	<ul style="list-style-type: none"> - the corner set up in three months - 80% of books borrowed at least once in a term
May 2013 – Apr 2014	Develop & modify the school-based Career Education Curriculum	Career Education Department teachers & Programme Assistant	-	/	/
May 2013 – Apr 2014	Implement the school-based Career Education Curriculum	Career Education Department teachers	S4 students (150 + 150)	<ul style="list-style-type: none"> - implement the curriculum in S4 (in 2012-2013 & 2013-2014) 	<ul style="list-style-type: none"> - 75% of students & teachers found the curriculum useful in career planning - Observation & feedback from subject teachers
Oct 2013	Workshop – Understanding of Self & Goal Setting	Careers Guidance Committee teachers & Programme Assistant (& Service Provider) and Class teachers	S4 and S5 students (150 + 150)	<ul style="list-style-type: none"> - understand more about self (interests, personalities, skills and values) through games, discussion & sharing - set up career goals - develop Student Individual Portfolio - 2 identical workshops for S4 and S5 (in 2013-2014) 	<ul style="list-style-type: none"> - 75% of students found the workshop useful in goal setting & understanding of self - Observation & feedback from teachers & the service provider
Mar-Apr	Workshops – JUPAS	Careers Guidance	S5 students (150)	<ul style="list-style-type: none"> - help students understand more 	<ul style="list-style-type: none"> - 75% of students found the

2014	Choice for S5	Committee teachers & Programme Assistant (& Service Provider) and Class teachers		<ul style="list-style-type: none"> - about self & further studies opportunities in Hong Kong through activities & discussion 2 identical programmes (2 3-hour workshops) for S5 (in 2012-2013) 	<ul style="list-style-type: none"> - workshop useful in understanding self & further studies opportunities - Observation & feedback from teachers & the service provider
Oct-Nov 2013	Workshops – JUPAS Choice for S6	Careers Guidance Committee teachers & Programme Assistant (& Service Provider) and Class teachers	S6 students (150)	<ul style="list-style-type: none"> - help students familiarize themselves with the JUPAS through discussion & sharing from tertiary students - 2 3-hour workshops for S6 (in 2013-2014) 	<ul style="list-style-type: none"> - 75% of students found the workshop useful in understanding self & further studies opportunities - Observation & feedback from teachers & the service provider
Nov 2013	Workshop – Mock DSE Result Release Day	Careers Guidance Committee teachers & Programme Assistant (& Service Provider) and Class teachers	S6 students (150)	<ul style="list-style-type: none"> - prepare students to familiarize themselves with the Result Release Day with their projected DSE results after the Mid-year Exam in October - review the study goals with a practical plan - 1 3-hour workshop with a debriefing session for S6 (in 2013-2014) 	<ul style="list-style-type: none"> - 75% of students found the workshop useful in knowing how to deal with the DSE result and adjust the study goal in a more realistic way - Observation & feedback from teachers & the service provider
Throughout the year	Tertiary Institutions – Talks	Careers Guidance Committee teachers & Programme Assistant, Class teachers and Alumni Association, School network	S4 – S6 students (450 + 450)	<ul style="list-style-type: none"> - arrange talks from universities, VTC & overseas education institutions to provide students information of admission criteria - at least 4 talks from tertiary institutions throughout 	<ul style="list-style-type: none"> - 75% of students found the talk useful in knowing multiple pathways for further studies

Throughout the year	Tertiary Institutions – Visits	Careers Guidance Committee teachers & Programme Assistant, Class teachers and Alumni Association, School network	S4 – S6 students (150 + 150)	2012-2013 & 2013-2014	<ul style="list-style-type: none">- arrange visits to universities, VTC to understand more about school life in tertiary institutions at least 4 visits from tertiary institutions throughout 2012-2013 & 2013-2014	<ul style="list-style-type: none">- 75% of students found the visit insightful in understanding the school life in tertiary institutions
Feb-Apr 2014	Taster Programme – Working Reality Project	Careers Guidance Committee teachers & Programme Assistant (& Service Provider) and Class teachers	S5 students (150)	<ul style="list-style-type: none">- help students acquire a hands-on experience of being a responsible employee & an ethical businessman by running a business- a 15-hour programme with workshops (13 hours) and Trade Fair (2 hours) (in 2013-2014)	<ul style="list-style-type: none">- 75% of students found the workshop useful in understanding the world-of-work- Observation & feedback from teachers & the service provider	
Throughout the year	Other Taster Programmes – Job shadowing, learning experiences at local corporations, running a business at school like trade fair	Careers Guidance Committee teachers & Programme Assistant, Class teachers, Alumni Association, School network	S4 – S6 students (450 + 450)	<ul style="list-style-type: none">- provide students an opportunity to understand more about the world-of-work by “working” in business corporations- ad hoc programme throughout 2012-2013 & 2013-2014	<ul style="list-style-type: none">- 75% of students found the activities useful in having “experience” in the world-of-work	
Throughout the year	Corporation – Talks	Careers Guidance Committee teachers & Programme Assistant, Class teachers, Alumni Association, School network	S4 – S6 students (450 + 450)	<ul style="list-style-type: none">- arrange talks from directors of local and multi-national corporations to provide students a general picture of the world-of-work- at least 4 talks from business	<ul style="list-style-type: none">- 75% of students found the talk useful in understanding the world-of-work	

Throughout the year	Corporation – Visits	Careers Guidance Committee teachers & Programme Assistant, Class teachers, Alumni Association, School network	S4 – S6 students (150 + 150)	<ul style="list-style-type: none"> - arrange visits to local and multi-national corporations to know more about the careers prospects and entry requirements in a certain industry - at least 4 visits from business corporations throughout 2012-2013 & 2013-2014 	corporations throughout 2012-2013 & 2013-2014	<ul style="list-style-type: none"> - 75% of students found the visit insightful in understanding the work life in a certain industry
Jul 2013	Career Exploration Day (refer to Appendix 2)	Principal, Vice-Principal, Careers Guidance Committee teachers, all teachers, Programme Assistant, Alumni Association, Parent-Teacher Association and school network	S4 – S5 students (300)	<ul style="list-style-type: none"> - invite alumni, parents and other guests from the school network to share the professional work experience in their fields - 1 4-hour school programme for S4 and S5 students (in 2012-2013) on a Saturday 	<ul style="list-style-type: none"> - 75% of students found the programme insightful in understanding the work life and entry requirements in certain industries - Observation & feedback from teachers - Feedback from students 	
Throughout the year	Student sharing sessions	Vice-Principal, Careers Guidance Committee teachers & Programme Assistant and Class teachers	S1 – S6 students (900)	<ul style="list-style-type: none"> - senior form students who have joined the programmes will share their learning in the school assemblies from time to time - inspire all students, both junior formers and senior formers, the importance of career planning 	<ul style="list-style-type: none"> - senior form students who have joined the programmes will share their learning in the school assemblies from time to time - inspire all students, both junior formers and senior formers, the importance of career planning 	<ul style="list-style-type: none"> - 75% of students (both junior and senior forms) found the sharing inspiring for planning their future
Dec 2013	Career Games Day	Careers Guidance Committee teachers &	S1 – S6 students (900)	<ul style="list-style-type: none"> - senior form students will be responsible for organizing 	<ul style="list-style-type: none"> - senior form students will be responsible for organizing 	<ul style="list-style-type: none"> - 75% of students (both junior and senior forms) found

	Programme Assistant and senior form students		different game stalls for students especially the junior form students at school - help students understand more about the importance of career planning	Career Games Day help them understand more about the career planning especially the junior form students
Teachers:				
Jul / Dec 2013	Staff Development Programme – Visit of other schools	Careers Guidance Committee teachers (& guest speakers), sister schools & own Sponsoring Body	<ul style="list-style-type: none"> - assist Careers Guidance teachers to know what other schools have been doing in the relevant committee - a 3-hour professional exchange of careers guidance committee in Hong Kong secondary schools 	<ul style="list-style-type: none"> - 75% of teachers found the visit insightful in planning career-related activities for the committee at our own school
Aug 2013 / Jan 2014	Staff Development Programme – Career Education & Guidance	Careers Guidance Committee teachers (& guest speakers)	<ul style="list-style-type: none"> - inform teachers about career education - help teachers understand how to deal with students' needs in careers guidance - a 3-hour talk and a 3-hour workshop by the experts in careers guidance 	<ul style="list-style-type: none"> - 75% of teachers found the talk useful in understanding more about career guidance
Parents:				
Oct 2013	S6 Parents' Talk	Vice-principal, Careers Guidance Committee teachers & Programme Assistant and Class teachers	<ul style="list-style-type: none"> - help parents familiarize themselves with the multiple pathways for further studies - a 2-hour school-based talk by the principal and Careers Guidance Committee 	<ul style="list-style-type: none"> - 75% of parents found the talk useful in understanding multiple pathways for further studies opportunities

Dec 2013	DSE Parents' Talk	Careers Guidance Committee teachers & Programme Assistant (& guest speakers and class teachers	S4 – S6 Parents (450)	<ul style="list-style-type: none"> - help parents understand about the DSE examination and further studies opportunities - a 2-hour talk by the experts in careers guidance / further studies opportunities 	<ul style="list-style-type: none"> - 75% of parents found the talk useful in understanding further studies opportunities
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Appendix 2

Career Exploration Day

Target	S4 to S5 students
Duration	4 hours (9:00am – 1:00pm)
Structure	<ul style="list-style-type: none"> ✧ Guest speakers such as alumni, parents and other guests from the school network will be invited to share the professional work experience in their fields in the form of talks / group interviews ✧ Exhibition of display boards which introduce various kinds of fields such as police, accountants will be held in the school halls
Objectives	<p>Through the sharing from the guests:</p> <ul style="list-style-type: none"> ✧ understand more about the business operations ✧ learn the positive work attitudes <p>Through the exhibition:</p> <ul style="list-style-type: none"> ✧ understand the entry requirements of various jobs ✧ know more about study paths for the professional jobs
Expected learning outcomes	<ul style="list-style-type: none"> ✧ be equipped with more knowledge about the world-of-work ✧ gain better insights of various jobs / careers ✧ understand more about their career aspiration ✧ adjust their career goals to plan for the future careers

