

Lam Tai Fai College
Report on the use of Career and Life Planning Grant 2018-2019

Objectives	Strategies / Implementation Plan	Success Indicators	Evaluation
<p>1. Help students to become self-actualizing individuals</p>	<ul style="list-style-type: none"> ● Students understand their strengths, weaknesses, needs and potential and to develop their talents: <ul style="list-style-type: none"> - S2 Appreciation Talk - S3 and S5 Personality Talk - S4 My CV Workshop - S5 DSE Mock Release Workshop - S5 and S5 individual counseling ● Students are able to achieve their goals through understanding their studying opportunities: <ul style="list-style-type: none"> - S3 Subject Selection Workshops and Seminars - S4 Multiple Pathways for Senior Form Students Seminar - S6 JUPAS Subject Selection Seminar - To organize visits of tertiary institutions to help students to understand their study opportunities and to set goals - To organize more guest talks on multiple study pathways during lunchtime for all students in the School 	<ul style="list-style-type: none"> ● Students have a positive response to APASO questionnaire ● S5 and S6 students show clearer career goal and the ways to achieve their goals in the individual counseling with career teachers and in their self-account ● Positive feedback towards setting career goals among students from teachers 	<p>Activities were organized to help students to set career goals and to strive for self-actualization.</p> <p>In addition to the activities organized in life-wide learning periods and post examination period, an Exchange Week was launched in April 2019. Six study tours and thirty-three local activities were organized for S1 to S5 students. The local activities included visits of tertiary institutions and workplaces.</p> <p>Moreover, study tours with some career elements were also organized in this academic year. 24 S4 and S5 Visual Arts had attended the Beijing Art Study Tour. Through workshops in Beijing Institute of Fashion Technology and Academy of Arts and Designs in Tsinghua University, students had explored their potential in the fields of art and design. 20 S3 and S4 students had visited a university in Taiwan through joining the Taipei Environmental and Ecology Tour. And 5 students had joined the Handong Leadership School Summer Programme which helped them understand study in Korea.</p> <p>According to senior form students' feedback, they could understand themselves better through personality tests, self-account writing workshops and visits of workplace and further study. They could also develop a better career self-efficacy and self-image.</p>

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	<ul style="list-style-type: none"> ● To organize more work-related activities to help students understand their opportunities in the world of work and to set goals: <ul style="list-style-type: none"> - S4 World of Work Workshop - Visits of workplaces ● To organize activities to help students set realistic, achievable goals and guide them to achieve their goals: <ul style="list-style-type: none"> - S1 Management Talk - S5 and S6 individual counseling 		<p>Results from the “APASO – Goals of Life” survey conducted in 2018-2019 showed that the mean of the subscales of “goal setting” and “goals of life” were higher than Hong Kong mean for senior form students, and the effect sizes were small. When compared with the Hong Kong data, greater percentage of the senior form students of our School strongly agreed that they could make plans to achieve their goals (small effect size) and set a realistic timetable for achieving each goal (moderate effect size). Moreover, greater percentage of students in our School strongly agreed that they used their goals as guide to their actions (small effect size) and could lift the major tasks for them to achieve their goals (small effect size) with compared with Hong Kong data.</p> <p>The data showed the achievement of the School in motivating students to strive for self-actualization through career development activities.</p>

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<p>2. Assist students in understanding the application procedures of tertiary institutes and nomination schemes related to academic and non-academic achievements</p>	<ul style="list-style-type: none"> ● Help students understand JUPAS and E-APP application procedures <ul style="list-style-type: none"> - Workshops on JUPAS and E-APP application (S6) - Talk on Principal's nomination scheme & other recommendation scheme (S6) - Workshops on SLP (S4 & S5) - Workshops on self account (S5 & S6) ● At least 6 tertiary institutions set up study information booths in our school at the day of “Release of HKDSE results” 	<ul style="list-style-type: none"> ● An increase in the number of students applying for tertiary institutes and nomination scheme ● Students show greater understanding in the application procedures of tertiary institutes and nomination scheme 	<p>Activities, such as talks and visits were arranged to help students understand the application procedures and also the academic and non-academic requirements. It was hoped that this could motivate students to work harder to strive for better non-academic performance and academic results.</p> <p>Besides, in order to help students to explore more about the application procedures of tertiary institutes and studying opportunities outside Hong Kong, guest speakers from universities in Korea, Japan, USA, Austria, Taiwan and Mainland China were invited to conduct career talks for students during lunch time.</p> <p>More than 6 tertiary institutions were invited to set up study information booths in the school at the day of “Release of HKDSE results”.</p> <p>When compared with the situation in 2017-2018, there was an increase of number of students applying for different nomination schemes and tertiary institutions, especially the study in Taiwan.</p>

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<p>3. Help students explore diverse articulation pathways through liaising with external bodies and tertiary institutions</p>	<p>Enhance the linkage between the school with local tertiary education institutions</p> <p>Enhance the linkage between the school with tertiary education institutions in mainland and overseas</p> <p>Open more learning opportunities for students through these enhanced linkages</p>	<p>An increase of enhanced working relationship with local tertiary education institutions and internal tertiary education institutions</p> <p>An increase of special offers given to LTFC students through the linkages</p> <p>An increase in number of students getting the offer through the linkages</p>	<p>The School had explored flexible and rich articulation pathways for students through liaising with external bodies and tertiary education institutions.</p> <p>Lunch career talks on overseas study had been organized. Speakers from overseas universities were invited to deliver the talks to students.</p> <p>Cooperative relationship had been established between the School and universities outside Hong Kong. There was memorandum of understanding or partnership agreement signed. Under some of these agreements, students who are close to meeting the minimum requirements and have Principal nomination will be considered for admission. Under some of the agreements, there will be reduction of tuition fee for our students after admission.</p> <p>When compared with 2017-2018, more students could get offer before the release of DSE results. Some even got offer before the DSE. This encouraged some of our students in developing their study goal. This could also encourage them to take some ownership of their studies as they had hope and more choices.</p>

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<p>4. Enrich career teachers and class teachers' knowledge of multiple pathways and career guidance skills</p>	<ul style="list-style-type: none"> ● Encourage career teachers to attend seminars and workshops related to the areas of career information, guidance programme/activities and career development ● Deliver updated career information to the S3-S6 Form Masters / Mistresses and Class Teachers ● Collect feedback on the career needs of students in Form Meetings 	<ul style="list-style-type: none"> ● Each career teacher has to attend at least one seminar or workshop related to the areas of career information or guidance programme/activities or career development ● Positive feedback from senior secondary Form Masters/Mistresses and Class Teachers that they have enriched knowledge on multiple pathways and admission selection criteria 	<p>The Student Counselor had joined the Form meeting of different forms to understand more about the needs of students and teachers and to take appropriate actions.</p> <p>The Career Education Unit had delivered the updated senior secondary study information to S3 - S6 Form Masters and Class Teachers periodically.</p> <p>The Career Education Unit had encouraged career teachers to attend seminars and workshops related to the areas of career information, guidance programme /activities and career development. And they could attend at least one seminar or workshop related to the areas of career information or guidance in this academic year.</p> <p>There was also positive feedback from senior secondary Form Masters/Mistresses and Class Teachers that they had enriched knowledge on multiple pathways and admission selection criteria.</p>

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<p>5. Provide students with individual counseling on career and life planning</p>	<ul style="list-style-type: none"> ● Individual counseling sessions are conducted for S5, S6, sports elites and PSP students ● PSP students and sports elites are offered extra counseling sessions for the better understanding of multiple pathways (e.g. Student Athletes Admission Scheme in different universities) 	<ul style="list-style-type: none"> ● At least one individual counseling session is arranged for each S5 and S6 student ● At least two individual counseling sessions are arranged for each sport elite and PSP student 	<p>A full-time student counselor who focused on providing individual and group careers counseling and guidance to students had been employed. Although the Career Student Counselor resigned due to personal reasons during the mid-academic year, the Career Education Unit worked smoothly as a team, and a new Career Student Counselor was employed in April. He worked enthusiastically especially in individual and group counseling. Good counseling relationships were established with S5 students. Students could also understand more about themselves through the individual and group counseling sessions. Counseling sessions were also arranged for sport elites and PSP students.</p>

Expenses:

Items	Expenditure
Employ full time Career Master / Student Counselor to coordinate the School Based Career Education	HK\$303,611
Reunion S6 students (invitation of speaker)	HK\$1,700
Teachers' Reference Materials	HK\$687
Tour bus fee for career visits	HK\$7,000
One S2 Talk – “Appreciation”	HK\$2,000
One S3 Talk on “Career life planning”	HK\$1,500
One S4 and S5 talk on “Multiple Career Pathways”	HK\$1,500
One S4 Workshop on “My CV”	HK\$6,600
One S4 Workshop – “Workshop Exploration”	HK\$6,000
One S5 Workshop – Mock Release of HKDSE Results	HK\$8,150
One S6 JUPAS subject selection seminar	HK\$1,500
One S6 Talk – Interview Skills	HK\$1,500
One S6 Workshop – Interview Skills	HK\$5,750
Printing	HK\$374
Membership fee for Hong Kong Association of Careers Masters and Guidance Masters	HK\$400
Total	HK\$348,272