

King's College

Proposed Plan for use of Career and Life Planning Grant (2015/16)

Name of School: King's College

No. of operating classes: 25

I. Planning and organizing Career and Life Planning Programme

Objectives	Strategy/ Expected Benefits	Success Criteria	Method of Evaluation	Time Frame	Estimated Expenditure	Responsible Party
<p>1. To empower the Career and Life Planning Education (CLP) Committee to lead the school towards a paradigm shift in life planning education</p> <p>2. To enhance the capacity of CLP Committee to formulate a holistic and systematic life planning education programme plan</p> <p>3. To enable the enrichment and refinement of the on-going career guidance services provided by CLP Committee</p>	<p>(a) Employment of one Temporary Teacher to relieve the teaching load of three trained careers teachers to make space for</p> <ul style="list-style-type: none"> ➤ enrichment and expansion of the current Career Education Programmes(CEP) ➤ collaboration with other parties (Assessment for Learning and Form Teachers in particular) to make plans to connecting life planning with the curriculum and learning activities ➤ enrichment and refinement of the on-going career guidance services ➤ conduct individual/small group CLP guidance to students <p>(b) Appointment of a Teaching Assistant to support CLP programmes and activities.</p>	<ul style="list-style-type: none"> ➤ Careers teachers find that their teaching and non-teaching load is relieved and more time can be spent on planning and implementing, enriching and refining Career and Life Planning Programmes ➤ Individual/small group CLP guidance provided to all S3 and S6 students ➤ System of using school-based assessment data for CLP guidance set up and used by S1, S4 and S5 FTs and AFTs 	<p>(a)</p> <ul style="list-style-type: none"> ➤Opinion Survey of Careers teachers ➤CEP programme plans and evaluation reports of CLP Committee ➤Survey of students receiving individual/small group CLP guidance ➤Feedback from FTs and AFTs concerned <p>(b)</p> <ul style="list-style-type: none"> ➤Feedback of all teachers concerned 	<p>Sept 2015 to Aug 2016</p>	<p>(a)</p> <p>Salary of a Temporary Teacher \$25,600 (MPS Pt. 15) x 12 x 1.05 = \$332,560 (subject to adjustment)</p> <p>(b)</p> <p>Salary of one Teaching Assistant (Diploma Level) \$13,790 x 12 x 1.05 = \$173,754</p>	<p>P and APs CLPE Committee i/c i/c of other Committees concerned</p>

Sub-total: \$496,314

II. Hire of Services and Procurement of Goods

A Policy Statement with guiding principles in developing Life Planning Education and Career Guidance at King's College has been developed in 2014-15 to reflect the school's shared commitment towards a more coordinated and systemic approach in guiding the planning, implementation and evaluation of life planning education for students. With reference to the policy statement, a Life Planning Education and Career Guidance Framework has also been formulated to support the whole-person development and life-long learning of students at all levels.

The Framework is built on the strength of the revamped Career Education Programmes and integrates with the life education programmes offered by the Academic Curriculum Committee, the Counselling Committee and the Value Education Committee which includes the Health Education Committee and the Moral & Civic Education Committee. The programmes, with well-designed teaching and learning materials, will be delivered during form teacher periods and/or CCA periods in regular interval throughout the year. It helps students prepare for their future through the acquisition of skills, knowledge and attitude required to self-manage their own careers as well as their life. Steered by the Academic Curriculum Committee, the Other Learning Experience Committee and the Career & Life Planning Education Committee, the form teachers and assistant form teachers will guide students to reflect on their academic progress and other learning experiences to formulate plans that contribute to achieving their goals.

On top of the current school-based career education programmes, we will also acquire services from external service providers in order to provide multifarious kinds of career guidance related programmes/activities with different dimensions of intervention (ranging from individualized guidance/support, small group activities to large-scale activities) to suit diversified needs of students at different developmental stages. These outsourced programmes should be able to integrate into the school-based programmes so that the school personnel can continuously monitor and follow up students' growth and development and provide guidance service throughout their school years. These programmes are expected to achieve the following objectives:

Domain	Tentative Programme	Target group	Monitoring / Evaluation	Responsible Party	Estimated Cost
Self-understanding & Development	<p>My Learning Style Workshop</p> <ul style="list-style-type: none"> - help students to build up effective learning strategies at their early stage of secondary school years - raise students' awareness on the impact of different learning styles - foster students to be a proactive learner - provide FTs & AFTs with useful data for further guidance and counselling - inspire teachers to adopt different teaching strategies in response to different learning styles 	All S1 students (on class basis)	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> - Over 70% of the participants find the programme effective in attaining respective objectives <p><u>Mode of Evaluation:</u></p> <ul style="list-style-type: none"> - Observation by teachers and course tutors concerned - Surveys from students, teachers, NGOs and course provider (if any) concerned 	<ul style="list-style-type: none"> - Curriculum Planning & Development Committee - FTs & AFTs 	\$10,000

Domain	Tentative Programme	Target group	Monitoring / Evaluation	Responsible Party	Estimated Cost
	<p>Life Journey Experiential Workshop in Jockey Club Life Journey Centre</p> <ul style="list-style-type: none"> - enable students to experience the process of ageing through multi-media exhibits divided into four zones, namely: ‘Are you ready for the Journey’, ‘The Many Choices in Life’, ‘One-way tunnel’ and ‘Rest In Peace’ - engage students in a group discussion and counselling session to rethink their lifestyle - inculcate students with the messages of treasuring your lifetime and respecting the elderly 	S.4 & S.5 low achievers (bottom 20s from each form)	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> - Over 70% of the participants find the programme effective in attaining respective objectives <p><u>Mode of Evaluation:</u></p> <ul style="list-style-type: none"> - Observation by teachers and course tutors concerned - Surveys from students, teachers, NGOs and course provider (if any) concerned 	<ul style="list-style-type: none"> - CLP Team - Service Education Team 	\$6,000
Career Exploration	Workshops on Development of Employability Skills: Presentation & Interview skills	S1 to S3 students and S4 to S6 students	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> - Over 70% of the participants find the programme effective in attaining respective objectives <p><u>Mode of Evaluation:</u></p> <ul style="list-style-type: none"> - Observation by teachers and course tutors concerned - Surveys from students, teachers and course provider concerned 	<ul style="list-style-type: none"> - CLP Team - English Panel 	\$10,000
	<p>Careers visits</p> <ul style="list-style-type: none"> - enable students to obtain up-to-date knowledge about the world of work 	All students	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> - Over 70% of the participants find the programme effective in attaining respective objectives <p><u>Mode of Evaluation:</u></p> <ul style="list-style-type: none"> - Observation by teachers and course tutors concerned - Surveys from students, teachers, NGOs and course provider (if any) concerned 	<ul style="list-style-type: none"> - CLP Teams 	\$5,000

Domain	Tentative Programme	Target group	Monitoring / Evaluation	Responsible Party	Estimated Cost
Career Planning & Management	Career Interest Inventory (S.5) Basic Interest Marker (S.3) <ul style="list-style-type: none"> - helps students integrate their personality traits with their studies and careers - equip teachers with knowledge and skills in conducting CII & BIM with students 	All S.3 & S.5 students; 2 Career teachers	<u>Success Criteria:</u> <ul style="list-style-type: none"> - Over 70% of the participants complete the test and agree that it helps them integrate their personality traits with their studies and careers - Career teachers, FTs & AFTs use the CII & BIM results to conduct individual student planning find the programme effective in attaining respective objectives <u>Mode of Evaluation:</u> <ul style="list-style-type: none"> - Opinion survey of students - Teachers' observation - Inspection of CII & BIM reports 	<ul style="list-style-type: none"> - CLP Team - FTs & AFTs 	\$5,000
Self-understanding & Development and Career Exploration	Game of Life: Simulation game <ul style="list-style-type: none"> - equips students with life skills on reflective learning, goal-setting, decision-making and life planning 	All S.4 students	<u>Success Criteria:</u> <ul style="list-style-type: none"> - Over 70% of the participants attain a better understanding of themselves and learn the importance of goal setting and decision-making in life <u>Mode of Evaluation:</u> <ul style="list-style-type: none"> - Observation by teachers and course tutors concerned - Surveys from students, teachers, NGOs and course provider (if any) concerned 	<ul style="list-style-type: none"> - CLP Team - FTs & AFTs 	\$9,000

Sub-total: \$45,000

III. Other Expenditure

Item	Amount required
Consumables: Stationery (for use during group activities & filing of careers information in the Careers Corner)	\$800
Library Books and Teacher Reference Books	\$3,000
Career-related experience: Job Shadow Programme (to upkeep the documents and prepare certificates for the programme)	\$200

Sub-total: \$4,000

Total: \$545,314
