

## 5 Guide on Activity Arrangement of Student Training Course

The student training course is designated basing on the lingual and cultural uniqueness of NCS students. The objective is to guide the students in finding the right path on their further studies and career development. To better equip the students with adequate knowledge, the Project Team will introduce to them the content and points to note for career visits and work experience activities.

### 5.1 Objectives

- To help NCS students drawing a relation between their life aspirations, future studies and the actual workplace
- To prepare the students for the career visit and work experience

### 5.2 Formulate Activity Rundown

The Project team should make proper activity arrangement in terms of the rundown, manpower deployment and resources allocation, as well as the setting. In the following, the suggested rundown will provide an overview for teachers to arrange and execute training activities for NCS students at school.

#### 5.2.1 Rundown

**Table 1 Formulate the rundown for student training course**

Stage		Time	Items
1	Planning	May-June	<ul style="list-style-type: none"><li>• Give direction on the development of life planning of junior and senior secondary students</li><li>• Outline the objectives, focus and content of the training courses in the coming year</li><li>• Suggest the duration of student training course in the coming school year</li><li>• Designate the target groups of training courses</li></ul>
2	School Internal Discussion	Summer staff and administrative meeting	<ul style="list-style-type: none"><li>• Discuss the submitted proposal in the meeting</li><li>• Approve relevant suggestions and arrangements</li><li>• Confirm the manpower deployment of teaching staff</li></ul>

			<ul style="list-style-type: none"> <li>Reserve lesson periods (It is advised to conduct the activity during Other Learning Experience lesson)</li> </ul>
3	Finalise the basic information of student training course	One before the student training course	<ul style="list-style-type: none"> <li>The teacher-in-charge should confirm the details of the training course               <ul style="list-style-type: none"> <li>Date</li> <li>Time</li> <li>Target students</li> <li>Number of participants</li> <li>Content of each training session</li> <li>Manpower Deployment and duties</li> </ul> </li> </ul>
4	Discuss the lesson rundown		<ul style="list-style-type: none"> <li>Propose the activity rundown and appropriate activities</li> <li>Submit activity rundown and proposal to the executive teacher to advise the feasibility and rooms for amendments</li> </ul>
5	Finalise the details of training course and prepare relevant materials	Two weeks before each session of the student training course	<ul style="list-style-type: none"> <li>Inform the class teacher</li> <li>Confirm the activity rundown               <ul style="list-style-type: none"> <li>Content</li> <li>Manpower deployment and resources management</li> <li>Rundown</li> <li>Activity resources</li> </ul> </li> <li>Introduce the rundown and execution of the activity</li> </ul>
6	Finalise the activity rundown	One week before each session of the student training course	<ul style="list-style-type: none"> <li>Remind the class teacher and students</li> <li>Arrange the resources required for the activity</li> </ul>
7	Conduct the training course	On the day of the student training course	<ul style="list-style-type: none"> <li>Arrange the venue for class activities</li> <li>Assign teaching staff to facilitate the activity</li> </ul>
8	Evaluation and feedback	Within one week after each session of the training course	<ul style="list-style-type: none"> <li>Collect feedback and suggestions for improvement from the student participants</li> <li>Teacher-in-charge adjust the activity rundown according to the students' feedback</li> </ul>

### ***1. Planning***

The Project team is advised to start planning the training course during May and June. Life planning team should review and evaluate the related activities in the previous year, and give direction to the development of life planning of junior and senior secondary students. Looking ahead, they should also propose the objectives, focuses and content of the student training course in the coming school year. In addition, the school should also draw up the schedule and decide on the target groups for the training course.

### ***2. Internal Discussion***

It is advised to conduct the internal discussion at the staff and administrative meeting during summer holiday. In the meeting, the Project team should submit their proposal on the development of life planning of junior and senior secondary students, and encourage an in-depth discussion among other staff. After obtaining approval on the relevant suggestions and arrangement, schools shall stipulate the members and structure of the life planning team for the upcoming school year, the manpower deployment and the lessons reserved for life planning activities (preferably other learning experience lessons in school).

### ***3. Finalise the basic information of training course***

The details of training course should be confirmed no less than 1 month prior to the training course. The teacher-in-charge of the life planning team should confirm the details of the first five sessions of the course, including the date, time, target groups, number of participants, content of each training sessions, manpower deployment and assignment of duties etc.

### ***4. Discuss the lesson rundown***

The discussion of lesson rundown should take place no less than one month prior to the commencement of the project. After concluding on the proposal of activity rundown and activities, the teacher-in-charge of life planning team should submit the proposal to executing teachers for assessing its feasibility and advising for improvements. Towards this

end, the training course would better align with the teachers' expectations and the actual needs of students.

#### **5. *Finalise the details of training course and prepare relevant materials***

Two weeks prior to each training session, the life planning team should confirm the details of training sessions and prepare relevant materials. The teacher-in-charge should communicate the arrangement of the lesson to the class teacher of student participants and relevant teachers on the school's Intranet or via email. In the meantime, the responsible teacher should confirm the activity rundown, content, manpower deployment, resources management and activity materials. In order to facilitate the preparation, the teachers may consider hosting a briefing session for executive teachers to better understand their roles in the activity, as well as the rundown and their duties.

#### **6. *Finalise the activity arrangement***

The actual activity arrangement should be finalized one week before each training session. The teacher-in-charge should communicate the details to the class teacher of student participants and relevant teachers on the school's Intranet or via email. On the side of executive teachers, they should be responsible for organizing and arranging the materials to be used in the activity.

#### **7. *Conduct the training course***

On the day of the student training course, in addition to conducting the training course in accordance with the rundown, executive teachers should be encouraging and observant with students' interaction and performance in class. In the meantime, they should collect the information, orientation assessment and the class work from students for record, with an aim to facilitate the assessment and evaluation of other activities in future.

#### **8. *Evaluation and Feedback***

After the end of every training session, the teacher-in-charge should approach the executive teachers for their opinions and difficulties in putting forward the activity. Also, to enable a discussion on fine-tuning the content and other activity details, the responsible teacher is advised to seek for students' feedback and their suggestions for improvements. At the same time, the teacher-in-charge and executive teachers must maintain a close communication for the purpose of finalizing the arrangement of each training session, following up on students' performance and conducting regular

evaluation.

Through the Project Feedback Form (annex 1), the results with students' opinions on the activity arrangement, facilitators' performance and the content of training sessions. In "Other Comments/Suggestions", students can share what they find the most enjoyable about this project and the reason. Such valuable feedback could help the project team review on the project arrangement and provide an enhanced training experience in the long run.

### **5.2.2 Manpower Deployment and Resources Management**

With reference the project team's experience in the previous three years, the manpower needed for the activity are often estimated and deployed based on the number of student participants in each school. The team would assign internal manpower and outsource supporting staff for the training session. In general, the manpower ratio would be 1 to 15, that is one social worker to take care of 15 students, or 4 social workers for a class size of 60 students. Under such arrangement, it is believed that the social worker could effectively address the features of NCS students and promote a more dynamic interaction.

In this regard, a small class or group activities are preferred so as to ensure adequate teachers or teaching assistants for leading the students and carrying out the training sessions. The manpower ratio of teaching staff and students should be 1:15. Schools may take this for reference in planning the manpower deployment in order to engage more students to take part in the activity while elevating its effectiveness.

### **5.2.3 Setting**

According to the project team's experience in the previous three years, a general setting of classrooms or activity rooms with basic facilities such as computer, projector, microphone, sound amplifier and desks, is effective enough for carrying out the activity.

### **5.2.4 Points to Note**

- The characteristics of NCS students: The life planning team should review the background and learning abilities of NCS students. On the other hand, the assessment of the students' motivation, attitudes, strengths, weaknesses and overall performance in previous school activities is equally important. This will allow teachers to refine the training sessions in terms of the time, date, activity focuses and arrangement, and to promote a more active participation. After consolidating the above

information, the school may hand it over to the life planning team for formulating a development plan of life planning for junior and senior secondary students.

- NCS students with low motivation: NCS students with low motivation may require
- additional and personal support in life planning. To encourage students in joining the activities, teachers are advised to maintain a good relationship with students and recognise their difficulties and needs as well as to provide individual support and consultation. When students are identified with special needs for social services, teachers may reach out to the school-based social worker for a prompt arrangement.
- NCS students with special educational needs: The life planning team should first identify
- the NCS students with special educational needs, and arrange extra manpower to facilitate the activity based on the number of participants. Having considered that students may need to read a long text or handle complex calculation in some of the activities, the additional manpower could provide prompt assistance that allows the executive teachers to be more focused on carrying out the training session. Also, schools may consider dividing the students concerned into groups for a more effective life planning support and training.