

5 Guide for Activity Arrangement

5.1 Arrangement

There could be different arrangements for teachers' professional experience sharing activity with reference to the years of study of NCS students' and teachers' understanding of the NCS students.

5.1.1 School-based Arrangement

Teachers' professional experience sharing could be put forward in school by various means, such as seminars and regular meetings, so that teachers could obtain the latest updates and discuss how to support NCS students with their life planning and their parents.

- **Talks**

It is advised to organise thematic talks on Teachers' Development Day for all teaching staff. The content should be based on the information of further studies and life planning of NCS students. In delivering the relevant updates, teachers could invite different guest speakers, such as NCS graduates/ tertiary students/ working people, to provide insights in supporting NCS students using various approaches.

- **Regular Meeting**

Career guidance team should conduct regular meeting to discuss the focus and direction of further studies and career planning, and provide teachers with relevant updates. Besides, they could also invite other teachers (for example, class teachers, Chinese teachers of NCS students, NCS teachers or NCS teaching assistants) to join the meeting in order to discuss and follow up the engagement of NCS students' in life planning activities.

5.1.2 Joint-school based arrangements

Teachers may invite other schools, especially those with less experience in schooling NCS students, to co-organise teacher professional sharing talks and meetings and exchange insights to providing life planning experience for NCS students. In such way, both schools could be benefited from the sharing to facilitate a more effective teacher support for students.

- **Talks**

Teachers may reach out to other schools with similar or different background, as in the number of NCS students and years of experience in NCS students' admission, to co-organise teacher professional sharing talks and share their successful experience. Other related teachers (e.g. class teachers, Chinese teachers of NCS students, NCS teachers or NCS teaching assistants) may also join the talks.

5.2 Participants

Schools may invite suitable teaching staff to the teachers' professional experience sharing activity with reference to their circumstances.

Table 2 Participants and suggested number of participants

Arrangements	School background (Years of experience in admitting NCS secondary students)	Mode of Delivery	Teaching staff participants	Number of Participants
School-based	More than 5 years	Talks	All teaching staff	Whole school
		Meeting	Career guidance team	7-8 (in school)
	Less than 5 years	Talks	All teaching staff	Whole school
		Meeting	Career guidance team	7-8 (in school)
Joint-school based	Unrestricted	Talks	Career guidance team; Class teachers of NCS students; Subject teachers of NCS students; NCS teachers, NCS teaching assistants	2-3 representatives from each school

5.3 Duration

The suggested duration of different teachers' professional sharing activities are as follows:

Table 3 Suggested duration of teacher professional sharing activities

Arrangements	Duration	
	Talks	Meeting
School-based	4 hours	2 hours

Joint-school based	2.5 hours	-
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For teachers' professional sharing talks in school, the suggested duration would be 3-4 hours, or a maximum of 2.5 hours in case of joint-school based arrangement. It would allow a more flexible time arrangement for teachers from different schools. And, the time allowed for exchange activities by means of meetings should be around 2 hours.

5.4 Five Themes

With reference to the project team's experience during the 2015/16 school year to the 2017/18 school year, the themes of teachers' professional experience sharing activity are refined as follows: related statistics of NCS community, career guidance theories, information of career guidance, cultural sensitivity activities, and experience and reflection. Having these themes set would provide teachers a holistic understanding of the features and support required for NCS students.

1. Related Statistics of NCS community

- In planning out the life planning education for NCS students, teachers may leverage on different sources of statistics to get a clear overview of the NCS community (e.g. population, economic status, feedback from employers). Towards this end, teachers can formulate a more appropriate life planning curriculum to support NCS students with their further studies and career development. Besides, teachers-in-charge have the responsibility to obtain the latest statistics and updates. Please see below as reference materials (see Annex 1 to Annex 4 for details):

- Information 1: Census and Statistics Department
- Information 2: Employees Retraining Board
- Information 3: Education Bureau
- Information 4: School statistics base

2. Career Guidance Theories

- In order to support NCS students with their further studies and career development planning, teachers should make reference from theories relating to further studies and career development to have a clearer understanding of the mode of life planning, students' growth needs and theories of exploring occupational themes. Please see below of the relevant theories (see Annex 5 to Annex 7 for details):

- Theory 1: Three components of life planning
- Theory 2: Donald E. Super's Life Career Rainbow Development Theory
- Theory 3: John Holland Occupational Themes

3. Information of Career Guidance

- Information relating to career guidance, or in other words, information relating to further studies and career development in or outside Hong Kong, could be

provided to teachers as reference in offering support to NCS students for planning of their studies and career development. Having regard that such information may be updated from time to time, teachers-in-charge should keep the latest statistics and information regularly. Please see below as reference (see Annex 8 for more details):

- Information 1: Information about studying in Hong Kong
- Information 2: Information about studying outside Hong Kong
- Information 3: Career-related information

4. Cultural Sensitivity Activity

- NCS students are of various ethnicities, which exhibit a certain degree of uniqueness in both their cultures and living habits, such as eating habits, religious activities and arrangements. When deciding the direction of their further studies and career development, such factors may become valuable reference for their consideration. In this light, it is important to address the cultural background, interests, abilities and aspiration of NCS students in life planning education. For this reason, teachers must equip with cultural sensitivity in order to provide prompt support to NCS students. Related activities are as follows (please see Annex 9 and 10 for details):

- Activity 1: What do you know about ethnic minorities?
- Activity 2: Decoder

5. Experience and Reflection

- Guest sharing and experience activities would allow teachers to reflect the role in supporting NCS students with their life planning. Related experience activities are as follows (please see Annex 11 and annex 14 for details):

- Experience 1: Pursuing dreams
- Experience 2: Sharing by non-Chinese speakers
- Experience 3: “S.W.O.T” – How to support NCS students’ life planning
- Experience 4: The past, the present and the future

5.5 Thematic Activities Combination

Teachers may select the appreciate theme(s) and activities based on the above theme for teaching staff with reference to different arrangements and participating teaching staff (see table 4 in next page). In addition, each school is advised to briefly present its current life planning education activities for NCS students, regardless of the arrangements, so that participating teaching staff could have a basic understanding on how the school supports

NCS students.

Table 4 Thematic Activities Combination under various arrangements

Arrangements	School Background ¹	Theme Activity Mode of Delivery Time Required	1 Related statistics of NCS community				2 Career guidance theories			3 Information of career guidance			4 Cultural sensitivity activity		5 Reflection			
			Information 1	Information 2	Information 3	Information 4	Theory 1	Theory 2	Theory 3	Information 1	Information 2	Information 3	Activity 1	Activity 2	Experience 1	Experience 2	Experience 3	Experience 4
			15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	15 mins	45 mins	45 mins	30 mins	30 mins	30 mins
School-based	More than 5 years	Talks	✓ (2 out of 4)				✓	✓	✓	✓	✓	✓	[shaded]		✓	✓	✓	✓
		Meeting	✓ (2 out of 4)				✓ (2 out of 3)			✓ (2 out of 3)			[shaded]		[shaded]			✓
	Less than 5 years	Talks	✓ (2 out of 4)				✓ (2 out of 3)			✓	✓	✓	✓ (one only)		✓ (3 out of 4)			
		Meeting	✓	✓	✓	✓	✓ (2 out of 3)			✓ (1 out of 3)			✓ (one only)		✓ (one only)			
Joint-school based	Unrestricted	Talks	✓ (2 out of 4)				[shaded]			✓	✓	✓	✓ (one only)		✓ (one only)			

¹ School Background means the years of experience in admitting NCS secondary students

5.6 Rundown

A completed teachers' professional experience sharing activity should include the following aspects:

- Introduction to the activity (Overview)
- Theme 1 to 4 (For content please refer to table 4; no restriction to the session order)
- Short break
- Theme 5
- Conclusion and Evaluation Survey

Please refer to Annex 15 as example on the rundown of teachers' professional experience sharing activity

5.7 Preparation

The work procedure of teachers-in-charge may differ when operating the school-based activity and the joint-school based activity.

Please see below for details:

- School-based teachers' professional sharing talks/ School-based teachers' professional sharing meeting (see Annex 16)
- Joint-school based teachers' professional sharing talks (see Annex 17)

5.8 Points to note

- **Special arrangement**

Teachers-in-charge should inform the participants the activity arrangement under adverse weather and stay alert on the activity day.

- **Establish school network (applicable in joint-school based arrangement)**

After the end of the teachers' professional experience sharing activity, teachers-in-charge could establish a school network to facilitate and exchange opinions on how to enhance the design and the arrangement of life planning activities for NCS students.

- **Collect feedback from teacher participants**

Teachers in-charge/ dedicated task force should draft an evaluation survey (see Annex 18 as an sample evaluation survey) and distribute it to teacher participants on the activity day in order to address their needs and enhance teaching quality effectively. A review may also be conducted with relevant teachers one month after the end of activity. The feedback may serve as reference for organising similar professional sharing activity in the future.