

Information Note on the Framework of Implementation Strategies for Life Planning Education at Schools (2nd Edition)

I. Introduction

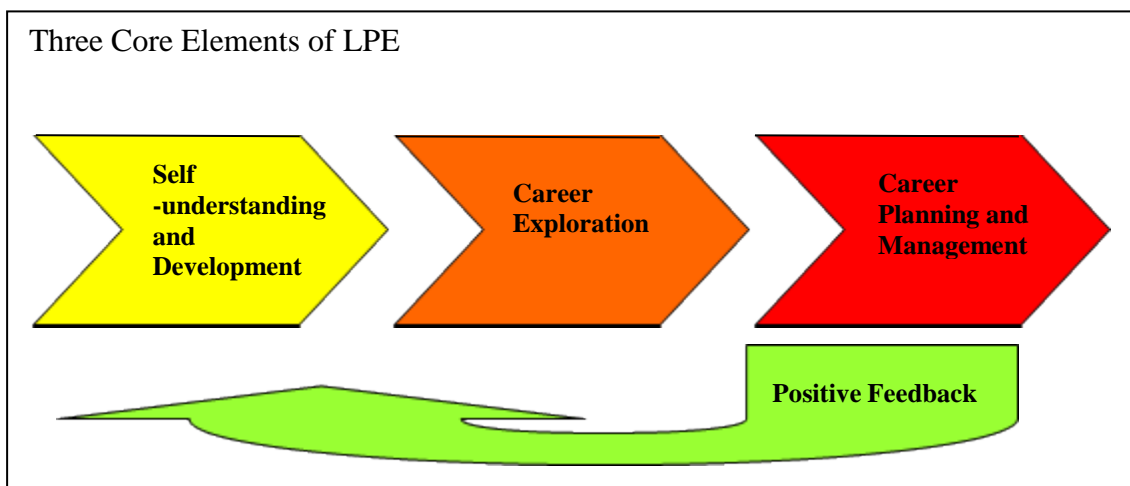
This information note outlines the core elements of Life Planning Education (LPE) and the proposed implementation strategies with good exemplars, so as to enable schools' effective delivery of LPE through utilisation of different resources. When making school-based plans for LPE, schools may refer to the framework of implementation strategies below, as well as the guidelines (including the Guide on Life Planning Education and Career Guidance for Secondary Schools, 2nd Edition) and circulars on LPE issued by the Education Bureau (EDB).

II. Objectives of LPE

To provide secondary school students with diversified study and career pathways, the Government strives to increase higher education opportunities and strengthen Vocational and Professional Education and Training. Starting from the 2014/15 school year, the Government has further supported schools in implementing LPE. As an ongoing and lifelong process, life planning enables students to achieve different targets at different stages of life. LPE at schools aims to help students know better about self-understanding, personal planning, goal setting, as well as self-reflection and revision, and equipping students with the knowledge of various study, career and training pathways, work ethics and the working world. LPE and career guidance are indispensable parts in the schools' overall curriculum to support students' whole-person development and lifelong learning.

III. Three core elements of LPE

Schools should, having regard to the needs, abilities, aspirations and developmental stages of students, deliver LPE and provide career guidance in a coordinated and systematic manner. We propose that there should be three elements in life or career planning, i.e. Self-understanding and Development, Career Exploration, and Career Planning and Management. It is hoped that with the adoption of this approach, students can equip themselves with career-related knowledge,



skills for life planning and employment, and the work attitudes required.

IV. Proposed Expected Learning Outcomes of LPE and Good Exemplars of Implementation Strategies for LPE

Effective LPE and career guidance should be connected with school curricula, equipping students with the necessary knowledge, skills and attitudes. Schools should provide students with LPE as early as possible to address their learning needs. The following are the proposed expected learning outcomes of LPE and good exemplars of its implementation strategies at different learning stages proposed for reference of schools.

Proposed Expected Learning Outcomes of LPE

Key learning stage (Secondary 1 to Secondary 3)

Developmental features:

At this key learning stage, students need to adapt to the new learning environment and campus life as they proceed from primary level to secondary education. Schools may help junior secondary students identify their interests and abilities, encourage them to set study goals, and guide them in connecting their career aptitudes with subject selection, thereby better equipping these students for senior secondary education.

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
Self-understanding and Development understanding oneself and the impact of external influence	<ul style="list-style-type: none"> ● Making a realistic self-assessment of achievements, qualities, aptitudes and abilities ● Using the self-assessment outcomes to build self-confidence and positive self-image ● Relating results of self-assessment to academic and career goal setting ● Formulating short- and medium-term goals by goal-setting, review, reflection and planning ● Being aware of stereotyping in career and work 	<ul style="list-style-type: none"> ● Class teacher periods ● Providing students with diversified and objective information on further studies, training and occupation as well as resource platforms available within and outside the school ● Personal growth/life education lessons at the junior secondary level ● Life planning education lessons ● Integrating life planning education into different subjects, such as establishing subject-career connection, placing emphasis on application of transferable skills, and including the relevant contents in moral and civic education and values education lessons
Career Exploration having an initial grasp of opportunities and constraints of study and employment, and consolidating information	<ul style="list-style-type: none"> ● Identifying and using a variety of sources of career information ● Taking the initiative to seek guidance or support from relevant people in school or in family ● Being aware of the opportunities and constraints of various study choices or options ● Consolidating information and using research skills to select, analyse and evaluate various study choices or options ● Developing the ability to explore 	<ul style="list-style-type: none"> ● Guidance on further studies, training opportunities and subject selection ● Workplace visits ● Workplace experience programmes ● Seminars on career guidance ● Guidance and counselling services in relation to life planning on an individual or group basis ● Support and follow-up for early

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
	things around ● Keeping abreast of the global development trends and changes	school leavers ● Making use of quality assessment tools (individual/group) on the development and needs of life planning to grasp the strengths and needs of individual students and groups for developing timely and appropriate life planning education proposals
Career Planning and Management making decisions and formulating and carrying out plans for senior secondary study to manage changes that come with transition to the senior secondary level	● Setting tentative study plans in senior secondary education with or without connectedness with personal or career goals/aspirations ● Being aware of impacts of external influence (e.g. from parents and peers) in goal-setting and prioritising the goals ● Understanding and applying decision making techniques ● Being aware of information, guidance and advice from different sources and use them appropriately ● Making informed and responsible subject choices for senior secondary study ● Making a contingency plan on senior secondary study choices ● Relating tentative senior secondary study choices to realistic and practical plans that foster actualisation of goals ● Organising and presenting personal information and plans ● Preparing individual portfolios and career development plans ● Cultivating right attitudes (e.g. observing punctuality and obligations, acquiring the skills of asking questions, standing ready to express opinions, mutually respecting one another, and accepting different opinions)	

Key learning stage (Secondary 4 to Secondary 6)

Developmental features:

At this key learning stage, students need to deal with issues concerning public examinations, subject selection, career choices, etc. Schools may help students reflect on and review their interests, abilities and aspirations for a better understanding of themselves, so that they could set medium- and long-term goals for study or career development. Furthermore, schools may reinforce the connection between students' career aptitudes and subject selection, enabling them to adapt to changes of transition from secondary education to employment.

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
<p>Self-understanding and Development</p> <p>further understanding oneself and the impact of external influence with review and reflection</p>	<ul style="list-style-type: none"> ● Better grasping achievements, qualities, aptitudes, abilities and personal/career aspirations through thorough review and reflection of learning experiences ● Relating personal growth and changes to life/career planning ● Setting medium- and long-term goals for study/career development ● Exploring the existence of stereotypes about certain careers and demonstrating attitudes or values that help solve problems 	<ul style="list-style-type: none"> ● Providing students with diversified and objective information on further studies, training and employment as well as resource platforms available within and outside the school ● Life planning education lessons ● Integrating life planning education into different subjects, such as establishing subject-career connection, placing emphasis on application of transferable skills, and including the relevant contents in moral and civic education and values education lessons
<p>Career Exploration</p> <p>exploring opportunities and constraints of study and employment as well as the options available, and connecting work experiences with study and career choices</p>	<ul style="list-style-type: none"> ● Recognising and understanding the differences among occupation, career, job, industry and post ● Developing positive concepts, attitudes and values about career and work ● Keeping in view the employment trends, associated learning opportunities and recognised qualifications ● Identifying, selecting and utilising information on study and employment related to study/career choices in a serious manner ● Understanding the qualifications system, and the requirements and recognised qualifications of various study or training choices ● Connecting outcomes of work-based activities or learning with study, training and career choices ● Carefully evaluating the relationship between various opportunities and personal academic and career goals 	<ul style="list-style-type: none"> ● Applied Learning courses ● Career aptitude tests and follow-up discussions/elucidation ● Connecting subject learning with employment ● Visits to tertiary institutions ● Guidance on university admission and course selection ● Simulated job-seeking activities and workshops on job and university admission interviews ● Work experience activities ● Mentorship programmes ● Seminars on career guidance ● Career/education expos ● Student ambassadors for life planning ● Guidance and counselling services in relation to life planning on an individual or group basis ● Support and follow-up for early school leavers
<p>Career Planning and Management</p> <p>making decisions and formulating and carrying out plans to cope with social changes and the transition from study to employment</p>	<ul style="list-style-type: none"> ● Having goals/aspirations for study/career development ● Determining initial career aptitudes and associated study/training goals ● Assessing the impact of external influence (e.g. influence from family, socio-economic environment, and employers' expectations) and factoring it in goal-setting to make informed decisions about life planning ● Understanding, selecting and 	<ul style="list-style-type: none"> ● Making use of quality assessment tools (individual/group) on the development and needs of life planning to grasp the strengths and needs of individual students and groups for developing timely and appropriate life planning education proposals

Components of Life/ Career Development	Proposed Expected Learning Outcomes	Intervention
	<p>applying decision making techniques as appropriate</p> <ul style="list-style-type: none"> ● Making a detailed comparison of different study, training and career choices ● Considering various factors (including financial position and socio-economic changes) that affect decisions about study and employment ● Evaluating information and guidance from different sources and prudently using those that are accurate and up-to-date ● Developing the skills and attitudes essential for the demonstration of personal attributes and employability and the attainment of learning/career goals ● Developing and mastering work-related generic skills and abilities ● Considering and getting a general picture of the ever-changing employment trends, social needs and economic situation, and factoring them in life planning 	

Good Exemplars of Implementation Strategies for LPE

	Secondary 1 to Secondary 3	Secondary 4 to Secondary 6
Self-understanding and Development	<ul style="list-style-type: none"> ● Facilitating students' self-understanding through life planning education lessons, e.g. simulated social experience activities (basic level) and card games on life planning (dream realisation cards, career cards and life planning cards) ● Integrating life planning education into different subjects (e.g. Chinese and English writing on "my aspirations" and personal profiles) so that students can look back on their lives, identify their characteristics and explore their ideal careers ● Preparing student learning profiles, individual portfolios and learning progress handbooks to help students learn about their attributes and set goals accordingly 	<ul style="list-style-type: none"> ● Life planning education lessons, e.g. simulated social experience activities (advanced level) and/or card games on life planning ● Integrating life planning education into different subjects (e.g. Chinese and English writing on personal profiles or résumés and discussions on "primary criteria for career selection" and "professionalism and commitment") so that students can explore the keys to career selection and the spirit of professionalism ● Following up on students in need, such as providing guidance, strengthening communication with parents and making referrals to educational psychologists

	Secondary 1 to Secondary 3	Secondary 4 to Secondary 6
Career Exploration	<ul style="list-style-type: none"> ● Utilising information on study and employment, e.g. searching for online information (EDB's Life Planning Information website), completing worksheets, and showing videos about career exploration experience of alumni and parents ● Enabling students to learn more about different careers and success stories and acquire a basic knowledge of career exploration through sharing of articles and videos about successful people and completion of worksheets ● Conducting seminars on career guidance, e.g. sharing sessions by guests from different fields (including alumni) on further studies, subject selection and work experience ● Visiting the Youth College of the Vocational Training Council 	<ul style="list-style-type: none"> ● Visits to tertiary institutions and universities ● Workplace visits and/or job-shadowing programmes, work experience activities, and summer internship and work experience programmes ● Applied Learning courses ● Connecting subject learning with employment, e.g. arranging workshops on mobile applications for the Information and Communication Technology subject and enrolling students studying Physics/Mathematics for robot design or innovation and technology competitions ● Mentorship and life coaching programmes ● Seminars on career guidance
Career Planning and Management	<ul style="list-style-type: none"> ● Providing students with guidance on further studies, training and subject selection through individual- and/or group-based activities (group-based interviews), etc ● Guiding students in setting goals through life planning camps or life education activities ● Visiting the Youth College of the Vocational Training Council, tertiary institutions and universities 	<ul style="list-style-type: none"> ● Career aptitude tests, e.g. CII Test, BIM Test, COA Probe Test and career-oriented games ● Enabling students to know better about their interests and strengths through assessments and tests ● Guidance on university admission and course selection ● Simulated job-seeking activities, workshops on preparation of résumés and personal profiles and interviews for university admission, and simulated release of examination results ● Visits to universities and tertiary institutions ● Work experience activities ● Career/education expos ● Student ambassadors for life planning

V. Checklist of Implementation Strategies

(1) Formulating school-based plans and policies on career guidance

- Promoting life planning education as major concern under a school development plan.

- Stepping up the efforts of the Career Guidance Team/Life Planning Team in coordinating and taking forward life planning education. The Team may comprise:
 - principal, vice-principal or a senior teacher (Career Master/Mistress) as a coordinator;
 - career teachers;
 - class teachers and subject teachers; and
 - other school personnel, such as curriculum development leaders, student guidance teachers, school social workers, information technology coordinators and administrative support staff.
- Conducting different forms of activities through the Whole School Approach¹ in light of school contexts and students' needs.
- Arranging life planning education classroom learning activities, such as in weekly assemblies, class teacher periods and morning reading sessions.
- Integrating life planning education into different subjects/extra-curricular learning activities, such as Chinese Language, English Language, Economics, Accounting, Personal Growth Education at the junior secondary level, Moral and Civic Education, Other Learning Experiences and Applied Learning courses.
- Connecting learning activities conducted by different groups, such as extra-curricular activity groups, volunteer service teams and uniformed groups.
- Providing personalised career guidance/support, such as offering guidance on university admission and course selection and assisting students in compiling learning profiles.
- Making referral arrangements, which include taking post-guidance follow-up actions for needy students, enhancing personalised guidance, maintaining communication with parents and referring students to social workers or educational psychologists.
- Strengthening parent education, such as by arranging parents' days, seminars on subject selection or multiple pathways in Secondary 3, and activities and workshops of parent-teacher associations.
- Setting up an alumni support network, such as arranging mentorship programmes and sharing sessions on subject selection and occupation.

Reference:

- Guide on Life Planning Education and Career Guidance for Secondary Schools (2nd Edition) (2021) issued by EDB
(<https://lifeplanning.edb.gov.hk/en/school-administration/guide.html>)
- Resource kits entitled
(1) "Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations" (2015) (http://www.hkacmgm.org/hkacmgm/?page_id=244) and

¹ As stated on page 12 of the Guide on Life Planning Education and Career Guidance for Secondary Schools, "life planning education and career guidance service cannot be solely the responsibility of the career team. The service should be led by the school leaders, organised and supervised by career guidance personnel with the support of class teachers, subject teachers and other school personnel".

(2) “Career Mapping: A Career Development Tool for Senior Secondary Students” (2013)

(http://www.hkacmgm.org/hkacmgm/?page_id=212)

co-produced by the Curriculum Development Institute and the Hong Kong Association of Careers Masters and Guidance Masters

- EDB’s Life Planning Information Website (“School Administration” corner) (<https://lifepanning.edb.gov.hk/en/school-administration/index.html>)
- EDB’s My Life Planning Portfolio (<https://portfolio.lifepanning.edb.gov.hk>)

(2) Guiding secondary school students in post-graduation planning

- Providing up-to-date information on multiple pathways and study options, such as arranging seminars, visits to local tertiary institutions and education expos, activities on familiarising with overseas studies.

Information on further studies is available on the following websites:

- Programme searching tool of e-Navigator: Multiple Pathways under the New Academic Structure
<http://eNavigator.edb.hkedcity.net>
- Concourse for Self-financing Post-secondary Education <https://www.cspe.edu.hk/>
- Electronic Advance Application System for Post-secondary Programmes (E-APP) <https://www.eapp.gov.hk/>
- Joint University Programmes Admissions System (JUPAS) <https://www.jupas.edu.hk/>

- Further enlightening students about multiple pathways and study options and incorporating the descriptions of Qualifications Framework (QF) and Qualifications Register (QR) into life planning education through learning / activities, such as seminars, workplace visits, workshops and work experience activities.

Information on the QF is available on the following websites:

- QF
<https://www.hkqf.gov.hk/en/home/index.html>
- List of Specification of Competency Standards
<https://www.hkqf.gov.hk/en/scs/scs/index.html>
- QR
<http://www.hkqr.gov.hk/>

- Further promoting continuing education among students, such as introducing the connections and networks, as well as the competency standards and progression pathways established for various industries by the Industry Training Advisory Committees under the QF.
- Disseminating information on scholarships, such as HKSAR Government Scholarship Fund, Scholarship for Prospective English Teachers, Multi-faceted Excellence Scholarship and Sir Edward Youde Memorial Scholarships.

Details are available on the following website:

EDB's Life Planning Information Website
<https://lifeplanning.edb.gov.hk/en/study/scholarship/index.html>

- Equipping students with the ability to search for information on life planning, such as information about further studies, various industries (including job duties, entry requirements, career ladder and pay level), latest position of the job market and job-specific skills.

Details are available on the following website:
EDB's Life Planning Information Website
<https://lifeplanning.edb.gov.hk>

(3) Better acquainting students and parents with continuing education, multiple pathways and the latest development in the job market

- Encouraging parents' participation in projects/activities on career guidance, e.g.
 - Seminars on subject selection for senior secondary education
 - Information Expo on Multiple Pathways
<https://www.cspe.edu.hk/en/Resources-CareerGuidance-MultiplePathwaysExpo.html>
 - Mainland Higher Education Expo
https://www.edb.gov.hk/en/edu-system/postsecondary/policy-doc/scheme_2021/mainland_he_expo_2020.html
 - Careers expos
- Helping students understand how social values affect occupational stereotyping and cultivate their own attitudes and values towards work.
- Encouraging parents, alumni and outside organisations to actively participate in guidance activities related to life planning.
- Inviting guests, parents and alumni from different fields to share their experiences with students.
- Organising activities to equip parents with the essential knowledge and skills for supporting their children in life planning.

Reference:

- EDB's Life Planning Information Website ("Parents" corner)
<https://lifeplanning.edb.gov.hk/en/parents/index.html>

(4) Strengthening networks and mobilising external resources

- Strengthening internal and external liaison with stakeholders or partners to support students in life planning through the following initiatives:
 - EDB's Business-School Partnership Programme
<https://www.edb.gov.hk/bspp>
 - Labour Department's Youth Employment Start
<https://www.e-start.gov.hk>

- Collaboration with other non-governmental organisations (including projects under the Funding Scheme for Youth Life Planning Activities of the Youth Development Commission)
<https://www.ydc.gov.hk/en/programmes/life/life.html>