


**THEMATIC SEMINARS FOR SECONDARY SCHOOL TEACHERS ON CAREER GUIDANCE SERVICES FOR STUDENTS WITH DIVERSIFIED NEEDS – ACADEMICALLY LOW ACHIEVERS**



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**CAN DREAMS REALLY COME TRUE?**



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**貧童影集主角 10年後命運迥異**  
輟學者忘醫生夢 窮小子變IT人

▲ 10年前由香港中文大學社會工作系攝製的紀錄片《窮小子》，其中心人物是兩名貧童，其中一名是甘國輝，另一名是陳志強。10年後，甘國輝成為一名醫生，而陳志強則成為一名IT工程師。紀錄片的主角在10年後，其命運迥異，甘國輝成為了一名醫生，而陳志強則成為了一名IT工程師。

**CAREER DEVELOPMENT & PLANNING**


**What are the major concerns or problems in your work setting?**

**What is career development & planning?**

**Why is it important?**

- Understand personal competence and attributes
- Develop career orientation and life goal
- Facilitate self-actualization
- Enhance motivation on work/study

**How to develop career orientation and what is career facilitation?**



**Discussion :**

**ACADEMICALLY LOW ACHIEVERS AND LOW MOTIVATION**

- What are the clients' characteristics ?
- Why are they unmotivated / low achieved ?
- Do they have any needs and expectations ?
- How about their personal identity?
- Any psychosocial factors affecting them?

**WHY ARE THEY UNDER-ACHIEVED / UNMOTIVATED?**

- Inadequate personal goals
- Lacking learning skills and competence
- Learning disability / Special Learning Need
- Poor foundations
- Behavioural Issues
- Poor Self-efficacy / Self-expectations
- Other psychological factors

**Activity 1: Destructing Motivation**

**How to destruct their motivation?**



- A youth with unrealistic expectations
- A youth always changes jobs because of his poor work experiences
- A youth who lacks study skills
- A brilliant student who has made some careless mistakes in a test
- A talkative student who asks you a question that you don't know the answer

## FEATURES OF MOTIVATION

- Internal Drive
- Regulations & Norms
- Sustainable Efforts

### Examples

- Classroom Learning
- Peer Group Bull Sessions
- Ball Games / Competitions
- Extra-curricular Activities



## Experiment (Seligman & Maier, 1982)

### Part 1

#### 2 Groups of dogs in harnesses

- Group A : Electric shocks end by pressing a lever
- Group B : Electric shocks was apparently "inescapable"

## Learning Helplessness

Exhibit symptoms similar to chronic clinical depression

- Become passive
- Noticeable loss of interest to learn
- Persistent anxious
- Feelings of worthlessness
- Feelings of hopelessness
- Deep feeling of sadness



「There are 3 talented students in this class」



## Expectancy effect / Self-fulfilling prophecy

Through verbal persuasion, teacher established particular expectations towards the students



Such expectancy passes some hidden messages to the students



Students' behaviour will be induced by this expectancy

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## INNATE ABILITY MODEL OF DEVELOPMENT

Innate Ability → Development

In the Innate Ability Paradigm, important human characteristics, such as intelligence are believed to be innate endowments, fixed at birth, distributed unequally among the population and among different population groups.

## IMPLICATIONS OF THE INNATE ABILITY PARADIGM

- Ability is fixed and not subject to further development after early childhood. Either “you have it or you don’t.”
- Individual have no sense of control. There is little that people can do to change outcomes that are based on a fixed, innate trait.
- Failure or difficulty indicates limits in ability

## EFFICACY MODEL OF DEVELOPMENT

Confidence → Effective Effort → Development

- In the Efficacy Paradigm, it is understood that virtually all people are capable of brilliance. Important human characteristics are neither fixed nor given; they are subject to development throughout life.
- Confidence is the belief that you can or can learn to control your outcomes. The need for confidence extends into every area of your life.
- Effective Effort is the actual, behavioral approach you take to the doing of some task. People become effective in their effort to the degree that they feel confident that their effort can make a difference.

## COMPONENTS OF EFFECTIVE EFFORT ARE

- Commitment - Effective people bring great determination to the task; they care about completing their project and completing it well. Effective people won’t take “no” or “I can’t” for an answer.
- Focus - Effective people are capable of working hard; of aggressively pursuing the task at hand.
- Strategy - Effective people do not simply work hard, they work smart. They have a vision of where they are going, they engage in problem solving along the way, and they have a basis for knowing when they have achieved their objective.

## EFFICACY PRINCIPLES

- Thoughts determine actions.
- If what you are doing is important to your development, approach it with the objective: Find out how good you can be.
- Use feedback to set objectives that are modestly challenging - for which your students have a realistic probability of consistent success.
- Knowledge of the process of development, plus positive group support, to speed development.

## KEY LEARNING POINTS

Development is not simply a function of ability. Rather, it is a process of building capability.

Moderate Risk-Taking (setting goals that are both realistic & challenging) is a fundamental component of the development process.

Feedback is the accessing mechanism to the Moderate Risk Zone.

The Zone of Development is the area where one most quickly develops skills & confidence & can "find out how good s/he can be."

## FACILITATING EFFECTIVE EFFORT

### Strategy One:

- Teach the student that Effective Effort → Better Results.  
"You become smart by working hard."

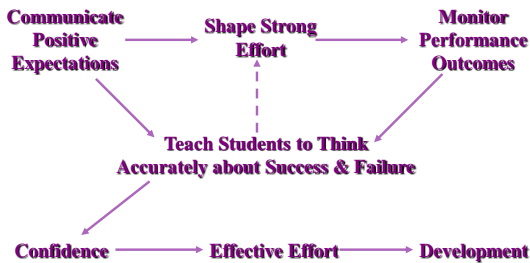
### Strategy Two:

- Talk to the student about his/her explanations for past difficulty. "Failure means you're not working hard enough, or you haven't found the right strategy yet."

### Strategy Three:

- Devise a step-by-step strategy to get the student to the target. "I will work with you to help you improve, step-by-step."

## FACILITATING EFFECTIVE STUDENT EFFORT



## GETTING STUDENTS TO COMMIT EFFORT

### Communicate Positive Expectations

- Clearly state positive expectations about your students' capacities to learn the material
- Teach the efficacy of committed effort

### Shape Strong Effort

- Monitor students' effort
- Do not wait for the final outcome; reinforce effort
- Give specific and timely feedback on how to refine strategies & approaches to the task

### Teach to Think Accurately about Success or Failure

- Accurate attributions support strong effort & sustain confidence to attempt the next task with improved strategy and greater determination

## CAREER DEVELOPMENT AND PLANNING ACTIVITY

Take some moments to jot down a list of your daydream occupations since childhood (most recent ones in LINE 1)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

## RECALL ... REVIEW ... REFLECT

What factors affect your decisions to follow or drop any of these day-dream occupations?

How did you feel at that time?

How do you feel and what do you think NOW as you reflect and review.....



## Attributional Patterns

How did you attribute your client's success and failure?



## 3 Perspectives in Attribution



Internal	External
Controllable	Uncontrollable
Stable	Unstable

## ATtribution ACTIVITY

During economic downturn, being unemployed is quite normal!

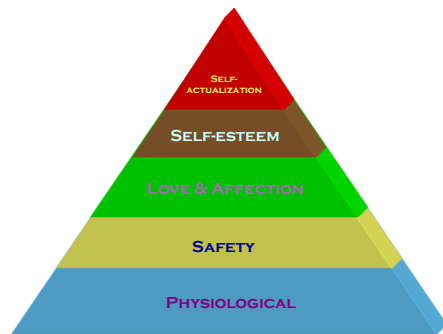
Teachers always look down on me!

I always get bad luck in exams

I'm never suitable to get a job which needs working with people

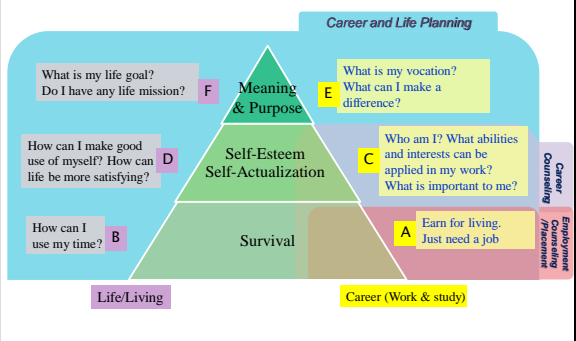
My learning competence is weak, so I always pay doubled effort than others

I believe myself to have good musical sense and talent



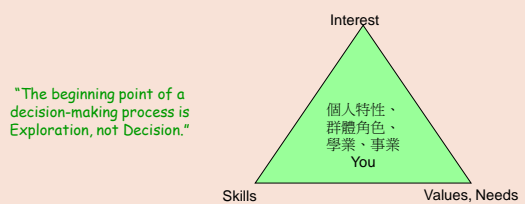
Maslow's Hierarchy of Needs

## CAREER AND LIFE PLANNING



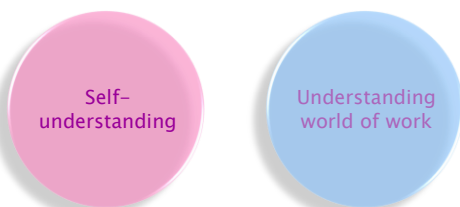
## CAREER AND LIFE PLANNING - BASIC BELIEF #1

•人生發展的起點是要探索和了解個人的特質，包括需要、興趣、價值觀和技能，以確定個人的生涯方向和目標。



## Making a wise choice of vocation

(Frank Parsons, 1909)



clear understanding of your true reasoning on the conditions of success, aptitudes, abilities, interrelations of these two groups of factors, and knowledge of their cause and effect, compensation, opportunities, and prospects in different lines of work

## DEVELOPMENTAL TASKS IN CAREER CONSTRUCTION (SUPER, 1990)

Stage 1: Growth (Age 4-13)

Stage 2: Exploration (Age 14-24)



Stage 3: Establishment (Age 25-44)

Stage 4: Maintenance or Management (Age 45-59)

Stage 5: Disengagement (Age 60-)

## CAREER AND LIFE PLANNING - BASIC BELIEF #2

“Structuring your different life roles is an important part of career and life planning”



生涯規劃包括探討你的不同生命角色，這些角色之間的關係/相互動力，角色的重要性，和他們與你的生命意義與目的之相關。

## 在日常生活中充實地活出不同角色

工作者的角色只是生涯的一部分

想一想，在每一個角色中：

- 你想發揮甚麼特質（別人曾如何形容你）？
- 有何貢獻？
- 有何結果？

一個角色活得精彩和充實，其積極性是可延續到其他角色的決定甚麼事情是很重要和不重要，學習排列生命的次序

“We must learn to distinguish between what is “merely important” and what is “widely important.” A “widely important goal” carries serious consequences. Failure to achieve these goals renders all other achievements inconsequential.”

The Eighth Habit, Steven Covey, 2004

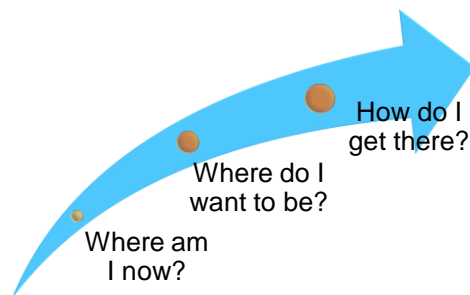
## CAREER AND LIFE PLANNING - BASIC BELIEF #3

“If you are looking for clues about tomorrow, the signs are to be found in your past and present.”



生涯規劃不只是看明天，也要看昨天和今天  
要有勇氣面對昨天，超越成長障礙，並從以往不同的經驗中找尋“我是誰？”  
要積極地生活於今天，擴闊對自己的了解和視野。  
了解昨天和今天的我，我該如何小心走明天的路？

## CAREER DEVELOPMENT PROCESS



## CAREER AND LIFE PLANNING BASIC BELIEF #4

Interests

Interests, Goals & Competence are self-constructed. They can be nurtured and continuously developed.

Interests, Goals & Competence are self-constructed. They can be nurtured and continuously developed"

Goals

Competence

## ROLE OF CLASS TEACHER / CAREER FACILITATOR

**Starting from the student, providing facilitation and support.** 以學生的角度出發，提供引導及支持。

**Exploration focusing on Life Style, Career Choice, and Personal Growth.** 引導學生針對生活型態、擇業及個人成長之需要進行探索及思考。

**Helping to have well-informed, rational and comprehensive decision-making.** 協助學生作出較理性、全面的考慮，作知情的決定。



## 12 COMPETENCIES FOR CAREER FACILITATOR

## WAYS TO EMPOWER CLIENTS

### Moment to reflect:

Are these mindsets contradictory in empowering clients?

- “Never give up hope”
- “Know when to surrender”

## 設定目標 GOAL SETTING



- 找出個人目標 Setting Goals
- 認清目標的可能性 Examining Feasibility
- 建立次目標及階段性目標 Differentiating
- 評估對目標的承擔 Commitment
- 訂定行動計劃(OEA, 讀書策略) Action Planning

## 我的未來履歷表 2020 MY FUTURE RESUME 2020





## 多元升學路

### 一般的升學迷思

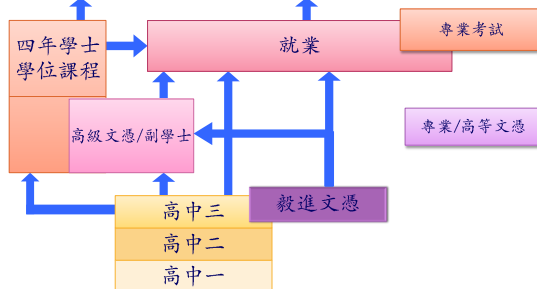
- DSE 成績就是一切
- 大學學位是必要的
- 升讀學科=未來出路
- 興趣和夢想不能成為職業
- “我天生就是這麼樣的!”

### 為何生涯規劃這樣重要?

### 如何規劃升學出路?

## 多元化出路與發展

學士後/研究院課程或其他持續教育的資歷或技能認證



## 高級文憑/副學士

性質：青年職前培訓及持續教育課程

對象：一般入學要求：中學文憑試5科2級(包括中英文) 或同等學歷

培訓期：一般為兩年全日制

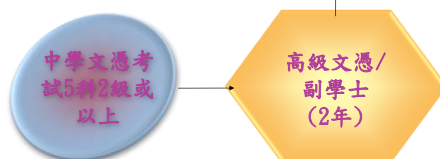
課程內容：人文學科、社會科學、商學、資訊科技、工商管理、科學、語言、設計等

費用：一般的4至6萬多

殺進文憑、基礎教育文憑、副學士基礎課程

## 社區學院

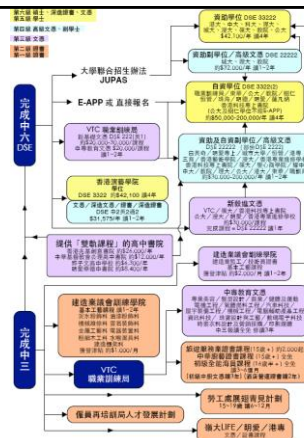
銜接學士學位課程



## 自資課程的考慮

- 課程內容
- 專業及學歷認可
- 學歷頒發機構及質素管理
- 過往學生出路
- 校園及設施
- 師資、實習及課外活動
- 收生情況

## 本地升學途徑





## 其他本地招生的課程 及職業培訓

### Exploring Further ...



把“不會選擇”和“有點猶疑”的職業，再次分類...

Please re-choose.....

### Identifying Beliefs

學科 / 課程三：		幫助達成目標的	阻礙達成目標的
個人 (內在的)	個人優點：你有甚麼優點可能配合學科？	個人缺點：你有甚麼缺點可能阻礙你學科？	
個人 (外在的)	機會：社會上有甚麼機會可助你投入學習該學科？	障礙：社會上有甚麼障礙可能阻礙你學習該學科？	
		能改善的能力	不能改善的能力
1		1	
2		2	
		經討論後認為有可能改善的能力	改善行動方案
1		1	
2		2	

### Exploring Further ...



1. Self-efficacy
  - “Can I do this?”
  - How people view their abilities, which affect their development of career interests
2. Outcome expectations
  - “What will happen?”
  - Physical / social / self-evaluative
3. Goals
  - “How much and how well do I want to do this?”
  - relate with interests, translate into actions
4. Barriers and supports (e.g. gender role expectations, role models in specific occupations, etc.)

## 專業發展途徑

- 大學學位
- 副學位+銜接學歷
- 專業考試
- 技能考試
- 學士後課程

## 多元升學考慮

- 語文科不及格/成績未如理想怎辦？
- 應否考慮重讀/毅進文憑/先修課程？
- 對讀書沒有興趣/不是讀書材料？！
- 高級文憑與副學士的分別？
- 副學位的認受性如何？
- 怎樣選擇本地開辦的海外學位？

## 規劃人生的秘訣 **SUCCESS**

**Self-acceptance** 自我接納

**Understanding** 自我瞭解

**Courage** 要有勇氣面對各樣挑戰

**Chance** 做好充分準備，把握機會

**Efficacy** 建立自我效能感

**Self-confidence** 加強自信心

**Self-direction** 自我導向

## **CONCLUDING REMARKS**

- **Ways to engage parents in Life Planning**
- **Whole-school Involvement**
- **Dealing with Students with Special Educational Needs**
  - Goal Setting / Empowerment & Understanding
  - Placement Opportunities / Assessment
  - Skills Enhancement / Rehabilitation
  - Supporting Network / Resources
- **Dealing with Unmotivated Students**