

## King's College

## Proposed Plan for use of Career and Life Planning Grant (2014/15)

Name of School: King's College

No. of operating classes: 26

**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>➤ Employment of one Temporary Teacher to relieve the teaching load of three trained career teachers to make space for</p> <p>a. enrichment and expansion of the current Career Education Programmes (CEP)</p> <p>b. collaboration with other parties of the school to make plans to connecting life planning with the curriculum and learning activities</p> <p>c. enrichment and refinement of the on-going career guidance services</p> | <p>➤ Careers teachers find that their teaching load is relieved and more time can be spent on Career and Life Planning Programmes</p> <p>➤ A Life Planning and Career Guidance Service framework and related learning and teaching materials that incorporate four areas of student development (academic, personal/social and career) are prepared by the end of the school year</p> <p>➤ The CLP Committee tries out the new CEP Programmes for feasibility study.</p> | <p>➤ Opinion Survey of Careers teachers</p> <p>➤ Inspection of the Life Planning and Career Guidance Service framework and related learning and teaching materials</p> <p>➤ CEP programme plans and evaluation reports of CLP Committee</p> <p>➤ Inspection of students learning outcome</p> | Sept 2014 to Aug 2015 | <p>Salary of one Temporary Teacher (including 5% MPF)</p> <p>\$32,760 (MPS Pt. 21) x 12 x 1.05 = <b>\$412,776</b></p> <p><b>(subject to adjustment)</b></p> | P and APs         |

**Sub-total: \$412,776**

## II. Hire of Services and Procurement of Goods

On top of the current school-based career education programmes, we plan to 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 career education 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:

1. Provide experiential learning opportunities to reinforce the importance of career and life planning among students
2. Enhance students' self-understanding in respect of interest, ability and career inclination
3. Help students develop life planning skills
4. Widen students' exposure to the world of work
5. Equip teachers and parents with the concept of career and life planning and its related information

| Objectives | Tentative Programme   | Target group                        | Success Criteria   | Evaluation Methods                                      | Estimated Cost |
|------------|---|-------------------------------------|--|---|----------------|
| 1,2,3      | Turning Dreams into Reality: Talk<br>- encourages students to dream and teaches them how to turn dreams into reality  | All S1 & S.2 students (whole form)  | 70% of the participants find the talk stimulating and attain a better understanding of the way to turn dreams into reality | - opinion survey of students<br>- teachers' observation | \$1,200        |
| 3          | Time management skills and other practical study skills: Talk   | All S1 to S.3 students (whole form) | 70% of the participants attain a better understanding of different study skills  | - opinion survey of students<br>- teachers' observation | \$1,000        |
| 1,2,3      | Self-exploration: Experiential learning activity<br>- helps students understand themselves with respect to their interests, aptitude and abilities and guide them in reflective thinking and goal setting | All S.2 students (whole form)       | 70% of the participants attain a better understanding of themselves and learn the importance of goal setting in life       | - opinion survey of students<br>- teachers' observation | \$12,000       |
| 4          | Workplace visit   | S.3 to S.5                          | 70% of the participants attain a better understanding of different careers and the essential skills in the workplace       | - opinion survey of students<br>- teachers' observation | \$9,000        |

| Objectives | Tentative Programme  | Target group  | Success Criteria   | Evaluation Methods   | Estimated Cost |
|------------|--|---|--|--|----------------|
| 2,3        | My type: Workshop<br>- fosters students' understanding of the relationship between learning style and subject selection  | All S.3 students on class basis   | 70% of the participants attain a better understanding of their learning style and can make use of it in subject selection  | - opinion survey of students<br>- teachers' observation                                      | \$3,600        |
| 1,2,3      | Game of Life: Simulation game<br>- equips students with life skills on reflective learning, goal-setting, decision-making and life planning  | All S.4 students (whole form)   | 70% of the participants attain a better understanding of themselves and learn the importance of goal setting and decision-making in life   | - opinion survey of students<br>- teachers' observation                                      | \$15,000       |
| 1,2,3,4    | Dream Runner: Board game<br>- equips students with the concept and skill in career and life planning   | S.4 & S.5 low achievers (bottom 40s) on group basis (8 per group; 5 groups for each form) | 70% of the participants attain a better understanding of career planning and the importance of goal setting  | - opinion survey of students<br>- teachers' observation                                      | \$9,000        |
| 2, 5       | Career Interest Inventory (S.5)<br>Basic Interest Marker (S.3)<br>- helps students integrate their personality traits with their studies and careers<br>- equip teachers with knowledge and skills in conducting CII & BIM with students | All S.3 & S.5 students;<br>2 Career teachers  | 70% of the participants complete the test and agree that it helps them integrate their personality traits with their studies and careers<br>Career teachers use the CII & BIM results to conduct individual student planning | - opinion survey of students<br>- teachers' observation<br>- inspection of CII & BIM reports | \$5,520        |
| 5          | How you can help your child in career planning?: Talk  | Parents   | 70% of the participants attain a better understanding on career planning   | - opinion survey of parents<br>- teachers' observation                                       | \$1,000        |

Sub-total: \$57,320

**III. Other Expenditure**

| <b>Item</b>   | <b>Amount required</b> |
|---|------------------------|
| Equipment: Dreamcrafter <築夢工程> Board games developed by the HKACMGM<br>(each set cost \$150, for use by 4 to 6 students)  | \$4,200                |
| Consumables: Stationery<br>(for use during group activities & filing of careers information)                              | \$800                  |
| Library Books and Teacher Reference Books   | \$800                  |
| Career-related experience:<br>● Job Shadow Programme (to upkeep the documents and prepare certificates for the programme) | \$200                  |

**Sub-total: \$6,000****Total: \$476,096**