

TUEN MUN GOVERNMENT SECONDARY SCHOOL
Evaluation Report on Career and Life Planning Education
2021-2022

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Domain	Strategies	Objective(s)	Time	Expenditure	Evaluation
Self-understanding and development	<ul style="list-style-type: none"> ◆ Increasing <i>collaboration among functional teams</i> to implement life-planning education programmes in class periods of different levels with different foci: <ul style="list-style-type: none"> - S.1: Developing Self-understanding and career exploration - S.2: Developing generic skills and career exploration - S.3: Learning to make sound decision: smart subject choices - S.4: Career information and mapping - S.5: Understanding multi-pathway and the world of work - S.6: Goal setting and well-prepared life planning 	<ul style="list-style-type: none"> ◆ To assist student in achieving better self-understanding ◆ To guide students to explore their personality traits, interests, aptitude, potential, abilities and career direction ◆ To help students to be self-directing in the process of their goal setting, decision-making and reflection ◆ To provide assessment tools to help students to gain better understanding of themselves, expand career options and strengths 	September 2021 to July 2022	\$16,920	<ul style="list-style-type: none"> ◆ 96% of students finished CLP structured curriculum in class periods. ◆ Over 86% of students agreed that the programmes were useful and their self-understanding has been enhanced. <ul style="list-style-type: none"> - For S.1 students, 92% of students expressed that the program was helpful and they had better understanding of themselves after the program. They also learnt the positive thinking skills. - For S.2 students, 91% of students thought that the program was useful and they were satisfied with it. 87% of students said that they recognized the importance of self-respect, self-discipline and self-management after the program. They started to try the goal-setting. - For S.3 students, 90% of students found the program was useful and they were satisfied with it. 88% of students had more understanding of the NSS Electives and knew the importance of making smart choice for their careers. - For S.4 students, 88% of students found the program useful and they were satisfied with it. 84% of students deemed that it was an opportunity to inspire them to think more about their future through the structured curriculum. - For S.5 and S.6 students, 89% of students were aware of communication skills and positive attitudes in learning and working. 80% of students agreed that the activities could enhance their life planning skills.

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	<ul style="list-style-type: none"> ◆ Using tools provided by Career & Life Adventure Planning (CLAP) for Youth @ Jockey Club (JC) - Career Exploration E-portal for Senior form students 		September 2021 to July 2022	\$0	<ul style="list-style-type: none"> ◆ Over 88% of students completed the online assessments. ◆ The relevant resources provided on the online platform of the “CLAP for Youth @ Jockey Club” were reproduced and administered by EDB (<i>My Life Planning Portfolio</i>) from 2021/22. S4 and S5 students completed the online assessment for career and life planning. 70% of them agreed that the assessment results provided them with a useful reference for their planning and rethinking their future development. ◆ 76% of junior form students who completed the COA test agreed that the tools were effective in enhancing their self-understanding. For S.1 students, 88% of them expressed that the tools were useful in helping them to understand themselves. ◆ In the light of the Covid-19 pandemic, a half-day training workshop was organized during the post-exam period. 93% of student-participants found the training programme useful and their leadership skills could be enhanced. 83% of student-participants agreed that their confidence had improved. ◆ 86% of student-participants expressed that the programme was useful in enhancing their skills of self-understanding, goal-setting, communication and reflective thinking.
	<ul style="list-style-type: none"> ◆ Using tools provided by Cambridge Occupational Analysts (COA) for Junior form students 		September 2021 to July 2022	\$4,700	
	<ul style="list-style-type: none"> ◆ Organizing Leadership Training Programmes for students <ul style="list-style-type: none"> - Joint Training Camp for Prefects and Guidance Prefects - Fresh Ambassador Training Camp - “Sky for Us” Programme 		December 2021 to August 2022	\$8,700 (Expenses were supported by school fund)	
	<ul style="list-style-type: none"> ◆ Organizing Summer School for S.1 students to help S.1 students develop <ul style="list-style-type: none"> - self-understanding - goal-setting - communication skills - reflective thinking - positive thinking 		August 2022	\$12,000 (Expenses were supported by school fund)	

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Career Exploration	<ul style="list-style-type: none"> ◆ Developing students' positive work ethics and attitudes and learning through different theme-based activities 	<ul style="list-style-type: none"> ◆ To develop positive attitudes towards work and learning ◆ To equip students with knowledge, skills and attitude in career choice and development ◆ To provide effective guidance and support to students for their future development ◆ To enable students to obtain up-to-date knowledge and information about the world of work and future career paths 	September 2021 to July 2022	\$2,200	<ul style="list-style-type: none"> ◆ In the light of the pandemic of Covid-19, Study Tour was cancelled. Rotary Career Expo was switched to online mode. 80% of participants found the event useful in providing them with the up-to-date knowledge, skills and attitude about the world of work and future career paths. ◆ 70% of the students expressed that the talk of Hok Yau Club helped them better understand the strategies of choosing JUPAS programmes. ◆ All participants in the mentorship programme agreed that the mentors offered them effective guidance to set more realistic goals for their future studies and career. The programme helped them understand better the importance of developing positive attitudes and ethics needed in the workplace, workplace culture, and preparing themselves for their future career development. ◆ Students were encouraged to join taster lectures, talks and information days run by universities, Hong Kong Association of Careers Masters and Guidance Masters (HKACMGM) and other organizations. Most of them were held online. Over 86% of student-participants agreed that the activities were effective in attaining the respective objectives. 	
	<ul style="list-style-type: none"> ◆ Tapping external resources for organizing talks, seminars and workshops for students including Careers Expo, Careers Talks given by alumni and Job Shadowing) 		September 2021 to July 2022			
	<ul style="list-style-type: none"> ◆ Enriching students' knowledge and information of different professions and overseas studies (e.g. Mentorship Programme and Study Tour) 		September 2021 to July 2022			
	<ul style="list-style-type: none"> ● Providing Taster Programmes <ul style="list-style-type: none"> - Applied Learning courses - Work experience 		March 2022 to June 2022	\$0		
	<ul style="list-style-type: none"> ● Providing Individualized Career Guidance and support to all students 		September 2021 to August 2022	\$0		83% of the students concerned found the Individualized Careers Guidance and support useful in mapping their career path.
	<ul style="list-style-type: none"> ◆ Publishing and Releasing Career Information to all students in school campus and through the school website 		September 2021 to July 2022	\$0		<ul style="list-style-type: none"> ◆ Careers Resource Corner was set up in each class. They could read the career-related materials during the weekly Reading Period. ◆ By observation, class teachers found that students' awareness of exploring and planning their future has been increased with easier access to career information.

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Career Planning and Management	<ul style="list-style-type: none"> ◆ Organizing activities facilitating the next career move through an appreciation of their career interests and abilities (e.g. Job visits) 	<ul style="list-style-type: none"> ◆ To facilitate students' career planning and management ◆ To assist students in developing generic skills for transition from school to work 	November 2021 to July 2022	\$0	<ul style="list-style-type: none"> ◆ Over 66% of students felt confident in their study path and chosen area of study. For S.3 students, 86% of students agreed that Talk on S.4 Subject Selection could provide them with useful information and guidelines when choosing Senior Secondary electives. 89% of S.6 students expressed Mock Release of HKDSE Examination Results gave them a valuable opportunity to reflect and practise interviewing skills. They agreed that the activity facilitated their life planning in a more realistic way. ◆ Over 72% of the parent-participants felt satisfied with the talks organized by the school.
	<ul style="list-style-type: none"> ◆ Arranging talks and workshops for students and parents <ul style="list-style-type: none"> - Talk on S.4 Subject Selection - Alumni Sharing on JUPAS Application - Mock Release of HKDSE Results - Visits to Local Universities and Colleges - Student Exchange Programme 		September 2021 to July 2022	\$0	
	<ul style="list-style-type: none"> ◆ Developing required management skills of students to fulfil their career aspirations ◆ Organizing a number of Career Workshops for students to enhance their interviewing skills 		October 2021 to July 2022	\$0	

Staff Professional Development	<ul style="list-style-type: none"> ◆ Encouraging teachers to attend relevant training courses or workshops on Careers and Life Planning 	<ul style="list-style-type: none"> ◆ To enhance teachers' professional capacity and effectiveness of Careers and Life Planning through training 	August 2021 to July 2022	\$0	<ul style="list-style-type: none"> ◆ Teachers' professional capacity in Career Guidance were enhanced. They were more confident in devising relevant life planning education activities for students and offering career guidance to students.
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