Career Education and Individual Student Planning
in Secondary Schools

**Teachers' Handbook on
Finding Your Colours of Life: NSS Subject Choices
and the Development of Career Aspirations
&
Career Mapping: Career Development Learning
Tool for Senior Secondary Students**

2009 Edition

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Forward

We have a DREAM – career guidance will have impacts on our young generation running deeper and longer. All we educators need is an opportunity, because we believe that it is through individual student planning that students understand themselves better, have more confidence to explore study opportunities or occupation choices open to them, and thus become more willing to pay effort in actualizing their study or career aspirations. This opportunity came with the New Senior Secondary Education (NSS). Since 2007 the ad hoc working group of the Hong Kong Association of Careers Masters and Guidance Masters has been working hard through a new horizon we haven't explored before – with the support of Life Wide Learning and Library Section of the Curriculum Development Institute, we have additional resources to kick start our project on "Preparing students for NSS from a career development perspective".

To produce career development tools for junior and senior secondary students for implementation of individual student planning, we bring together expertise in career guidance and counselling from local academics, front-line career teachers and counsellors. With their concerted effort, significant innovations are introduced, namely, **_Finding Your Colours of Life_** for junior secondary students, **_Career Mapping_** for senior secondary students, research reports on pilot studies of these individual student planning learning tools that inform application in real school contexts, and a rich repertoire of resources that foster professional development and support.

We are so honoured and excited to present these latest deliverables to all career practitioners, though we fully understand that there is a long way to go before our DREAM comes true. Sustainability is always a key issue to be addressed in the development of guidance resources, and thus we envision a continual endeavour in updating and upgrading the deliverables.

Suggestions and enquiries related to our projects can be sent to hoyukfan@gmail.com. We welcome comments that foster improvement in work quality, and new blood that strengthens our working team.

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Chapter 1: Teacher's Guide for "Individual Student Planning Tool: Finding Your Colours of Life for S.1 – S.3 Students"

Purpose of this guideline

The 'Finding Your Colours of Life' is a comprehensive tool of career guidance for the use of students guided by teachers. Career Guidance is a special kind of teaching which focuses on seeking, obtaining, processing information about the self, and engaging in purposeful planning. With the aid of this tool, students are invited to go through a series of demanding self-exploration activities, followed by a comprehensive and informative introduction of progress path for senior secondary graduates and an outline of territory level and school level senior secondary curriculum choices available for them. *It is through progressive development of an understanding of self that students will be able to define their goal in their senior education and possibly enhance their motivation towards study and other activities that are related to personal and social development.*

For S.2 and S.3 students, formulating a tentative senior secondary plan about subject choices requires serious and in-depth reflective account on:
- *their interests, personality traits, academic aptitudes, their career dreams*
- *opportunities of further studies or curriculum choices, and limitations to actualize their personal goals, so that*
- *they can bridge the gap between self-understanding and opportunities they are going to explore – what we called "informed choice"; however, it is also vital for the young people to understand that*
- *they should take up the responsibility to make decision on their study plan, which in some way will influence their career opportunities; and*
- *it is always necessary to think of a (at least one!) contingency plan*
- *constant review is necessary on one's study plan or career plan, based on real-life experience (including successes and failures); with which*
- *refinement of one's study plan or career plan is to be followed*

The following flow-diagram illustrates the conceptual framework described above. What's worth highlighting is Individual Student Planning as a CONTINOUS, CYCLICAL, FEEDBACK process of exploration.

Diagram 1: Conceptual Framework of Individual Student Planning

To help students and their parents to acquire the objectives and get psychologically or motivationally prepared to navigate the career exploration activities, a long introduction has been given in the tool. Teachers are recommended to remind these "guiding principles" of ISP to students from time to time:

1. **Clear your misconceptions on decision making**

There are several common **misconceptions** in decision making model used by young people, when they go through the transition from junior secondary to senior secondary study life:

- My choice doesn't matter; only the public exam results make a difference
- My parents and teachers will choose for me
- I can just follow my best friends' choice
- To prove that I am superior, I must choose the popular subjects
- I cannot change my plan of career development once I have made it

2. **Find a support partner**

Before you start your journey, find a SUPPORT PARTNER, who can be your parents, school teachers and even your friends – someone you trust, willing to listen, and willing to give you objective advices. However, you are always the one to study, and finally, the one to choose your occupation and experience your career.

3. **Find your dream**

What is YOUR DREAM? Do you have some personal, study and career goals? Do you know how to work step by step to make them come true? Having positive answers to all these questions does not guarantee success, but your CHANCE TO SUCCEED is higher.

Believe that there is no WRONG choice, yet you need to be responsible for your informed choice

Spare time to understand yourself – your dreams, your interests, your personality and skills you possess. Believe that you are valuable – you can choose to work hard for your goals, and you are able to contribute to the society. To start with, ask WHO YOU ARE.

Besides, there is a section for teachers and parents. When given opportunities, career teachers should introduce the following principles to parents and teachers who may also provide guidance to students on further studies and vocational training.

A Few Words to Teachers and Parents

Teachers and Parents are key supporters to students in Individual Student Planning -- their journey of exploration of self understanding, subject choices, career aspirations and life goals. We should bear in mind, however, that students need to learn how to make decisions, to be responsible for their own choices, and to go through the tough process of actualizing their study and career aspirations independently: WE ARE THEIR SUPPORTERS, YET YOUNG PEOPLE SHOULD BE GIVEN SPACE TO GROW AND LEARN. Here are some suggestions for teachers and parents in the process of Individual Student Planning.

For Teachers:

Try to be…	Provide students opportunities to…
▪ Supportive	▪ Reflect on their learning experiences in school
▪ Motivating	▪ Acquire understanding of their individual interest, aptitude, personalities
▪ Respecting	
▪ Empathetic of their confusion and limitations in making decisions	▪ Try out career assessment tools or interest assessments
	▪ Participate in a variety of career-related experiences that stimulate students' career development
▪ Informative	▪ Discuss and share their problems on individual planning with you, senior students in school and their parents

For Parents:

Try to be…	Help your child by…
▪ Supportive ▪ Motivating ▪ Respecting ▪ Empathetic of their confusion and limitations in making decisions ▪ Understanding that every child is unique and so there is no RIGHT or WRONG choice	▪ Encouraging them to participate in a larger diversity of OLE to explore their potential and career interest ▪ Encouraging them to make an Individual Student Planning Profile with records and evidences of their involvements / achievements in various aspects ▪ Discussing with them information related to further studies, professional training and career options. ▪ Discussing with them their interest and, hobbies, together with figuring out what they like and dislike and how they can achieve their goals. ▪ Supporting them in setting and actualizing short-term and long-term goals

Students who have learned to focus on their own futures, and to navigate their way towards fulfilling their dreams, have much more compelling reasons to work hard in school. This does not only help the student improve academically, but to help them to plan their life, thus to provide students a better future.

The junior tool will be well connected by a senior student planning tool named "Achieving with Your Life Colours" which will link secondary studies with tertiary educational options, work choices, and life goals.

<u>Highlights of special features of ISP</u>

Though this Individual Student Planning Tool is not the first or unique local education package on career education, there are several outstanding features of ISP that we believe investment of our effort and energy is worthwhile.

1. The ISP is a **collaborative product** of the Hong Kong Association of Careers Masters (HKACMGM) and the Curriculum Development Institute (CDI), Education Bureau. Both parties regard this production a meaningful opportunity to bring in career education in our school curriculum, especially when we witness emerging students' need in time of New Senior Secondary Curriculum. The HKACMGM is responsible for drafting the career education activities and lining up support from local academics and inviting pilot schools to try out the ISP. Section on information of further studies and progress path, i.e., the "opportunities and constraints" would not be available without support and input from various sections of CDI. We believe that INFORMED CHOICE of students should base on well-balanced combination of these two components. In this regard, the ISP is the ONLY education package that aligns career education with the local New Senior Secondary Curriculum.

2. The ISP has been organized and designed in a way that students, no matter having close guidance of careers teachers or not, can complete different "stations" at different stages of their junior or senior education. These tools **allow students to keep the junior and senior ISPs in one package, and with their own discretion, they can even incorporate other relevant information of their academic and non-academic achievements/records** such that by the end of their S.6 year, the whole package becomes a coherent record of career exploration they experienced through their secondary school years. This record provides **a strong and crucial foundation for formulating their SLPs**.

3. Career-related experiences have become an essential component of Other Learning Experiences (OLE). As readers may point out in previous sections, career-related experiences can be more encompassing – career guidance activities can be incorporated into school curriculum in a broad sense. ISP is a practical element of career guidance that goes beyond mass career guidance program. One of our concerns is whether **individual students' diversified needs can be catered for** in school with an obvious deficiency in allocation of resources towards career guidance/education. Another key concern is to get students INVOLVED and be held responsible for their career or critical life decisions – student planning that really

comes from "individual" level.

4. Making students "held responsible" for their decisions doesn't override the need to be supported. Motivation originates from the community – a trustful and mutually supportive relationship with career teachers, parents, alumni, senior students in school, fellow classmates in class can make a difference. Therefore, from the very beginning of the ISP, we stress the need to have **every student navigate the process with a supportive partner**, one who is sincere and be willing to provide constructive opinions.

Roles of Teachers

Career teachers are taking on a new role, though ISP will not be successfully implemented without practical support from the school administration (for instance, sufficient space inside and outside time-tabling and reasonable financial support). In the Piloting Program we had six schools participating in trying out the ISP with diversified learning and teaching strategies – from mass program for over S.2 students to small class teaching for 15 students. Analysis of teachers' and students' feedback convinced us that students need and like to have a useful career education tool to assist them in gaining self-understanding in relation to S.4 study plan, no matter the class size is large or small. As expected, the smaller the class-size the better the interaction between teacher and students.

Nevertheless, the enthusiasm and professional knowledge of teachers are also determining factors of effective learning. Some teachers designed additional activities such as making concept-map on dream careers by students; some teachers prepare presentation file what complemented the booklet in explanation of concepts. These innovative practices did help bolstering students' motivation to reflect on and engage in the demanding tasks.

In many classes of the piloting program class teacher periods were used. Therefore, not only the career teachers but also class teachers should be equipped with professional knowledge of some basic career intervention theories, for instance, the Six Holland Interest/Personality Categories, which in fact provides the overarching conceptual background of this ISP, and the upcoming version for senior form students. To facilitate professional development of local teachers (career teachers and class teachers) in this regard, and to ensure sustainability of educational impact of the project, the HKACMGM will provide basic training support to schools adopting ISP in their curriculum.

The following guideline provides learning objectives and tips for teachers' reference, but we insist that NO detailed teaching plans that spell out the procedures of delivery in class. **Based on understanding of students' profile, their needs and other contextual factors (e.g., class-size, level of study, time allocated for a teaching session), teachers can exercise their professional expertise on the sequence of selected activities, degree of interactive learning/sharing in pairs or in groups, as well as incorporation of preparatory or extended career education activities.**

Basic Tips in Using Finding Your Colours of Life:

	Topics	Suggested lesson time	Possible form of activity		
			Support partner	Group discussion	Mass program & game
Station 0	The WHAT, WHY and HOW of Finding Your Colours of Life	30		★	
Station 1	Ready for a Journey of Self Exploration!				
1.1	Who am I? My First Biography	40-60	★	★	
1.2	Checking My Academic Achievements & Competence	40-60	★		
1.3	What have I learnt through experiences inside and outside school? A reflection on my skills and personal qualities	40-60	★	★	
Station 2	Career Honeycomb: Connecting your personality trait with your study and your career				
2.1	The Honeycomb Party	30-120	★	★	★
2.2	Honeycomb: Your interest profile	40			
Station 3	Understanding you Senior Secondary Subject Choices				
3.1	Progression path for senior secondary graduates	20			
3.2	Senior Secondary Curriculum	20			
3.3	Subjects Introduction	40-120			
3.4	Study Choices offered by your School	60	★	★	
Station 4	How can I get there? My Action Honeycomb	40-60	★	★	
Station 5	Progress Checkpoint	40-60	★		

Suggested activities

Station 1 Ready for a Journey of Self Exploration?
The focus of Station 1 is to identify personal qualities of the student. It requires several sessions (40 minutes to 1 hour per session) to go through all the tasks as students need to explore ideas that may not come to their mind. Self-exploration is a demanding task especially for junior secondary students; therefore teachers may slow down the pace, ask them to share in pairs/group/class. The role of teacher in this session is to assist student in self-exploration.

Station 1.1: WHO AM I? My First Biography
Learning Objectives:
- As a warming-up self-exploration exercise, students start to be aware that they need to reflect on who they are, and learn that there are individual differences in interests/career goals among fellow classmates.
- By brain-storming, students can identify and name their own interests, including hobbies, subjects and learning activities inside or outside school.
- Students recall occupations they were and are interested in; attending to the consistency or discrepancy/change through time.
- Students start to alert the reasons (values, expectations…etc.) behind their occupation aspirations.

Examples of student work:
Example 1:

當我讀幼稚園的時候，我夢想的職業是 開花店 ＿＿＿＿ 因為
我喜歡種不同的植物，尤其是花。

當我讀小學的時候，我夢想的職業是 時裝設計師 ＿＿＿＿ 因為
可以設計很多我個人風格的衣服／晚裝。

現 在 ， 我 夢 想 的 職 業 是 暫時沒有 ＿＿＿ 因 為
很多職業都不是我想像中那麼簡單。

Example2:

當我讀幼稚園的時候，我夢想的職業是 教師 ＿＿＿＿ 因為
我看到老師教導學生的時候好像很快樂，小時候很想教導人。

當我讀小學的時候，我夢想的職業是 女警察 ＿＿＿＿ 因為
我覺得他們很偉大，經常拯救有需要的人，我也想做一個偉人！

現 在 ， 我 夢 想 的 職 業 是 時裝／室內設計師 ＿＿＿ 因 為
我想將我的設計可以有很多人喜歡，我喜歡做設計。

Tips for teachers:
- The guidance teacher introduces the concept of identity. From general ideas to specific, make students think about their affiliations and interests. Also ask students about their 'dream career', most importantly, ask WHY they thought they are dream careers.
- A non-directive tone is recommended.
- Encourage students to discuss or share ideas among the class.
- Ask students to bring academic reports for section 1.2

Station 1.2: Checking My Academic Achievements and Competence

Learning Objectives:

- Students can identify subjects they can perform relatively well by following the TREND and absolute performance (scores) across the junior secondary years. This is an indication of their relative capability.
- Students can "visualize" academic aptitude relative to different subjects. Subject-related efficacy and interests related to subjects are measured by number 1 to 5.
- Using the data (profile produced on p.9), they can identify their relative strengths, weaknesses and areas for improvement with a reflective account. It should be stressed that answering the guiding questions in "PAUSE AND THINK" with paper-and-pencil is only ONE of the means of triggering and recording one's reflections. Students can have their own ways of engaging in reflections, such as sharing with their supportive partners, drawing pictures or conceptual diagrams, or other media they prefer. The most important point is that students have seriously thought over these questions

Examples of student work:

Tips for teachers:

- The purpose of this section is to visualize ability related to subjects of students. Subject-related efficacy and interests related to subjects are measured by number 1 to 5.
- Ask students to fill in their results in the first three columns according to academic reports of the previous year(s) (Leave blank for subjects that are not taken)
- For the rating of the ability points, learning efficacy points, and interest points, ask students to think seriously before filling in.
- *"**Competence**" refers to academic ability a student possesses over a subject; it is best illustrated in scores student awarded. "**Confidence**" refers to a student' perception on how well he or she can perform in future; a student may attribute the good scores to luck or hard work instead of one's true aptitude. "**Interest**" refers to a student's affiliation to the subject or discipline; true interest should be supported by aligned interests in reading habits or choice of activities.*
- Students may not comprehend the meaning and tell the difference between competence, confidence and interest in the first glance. Teacher's guidance and elaboration are necessary.
- Students can have their own ways of engaging in reflections (PAUSE AND THINK), such as sharing with

their supportive partners, drawing pictures or conceptual diagrams, or other media they prefer. **The most important point is that students have seriously thought over these questions**. This rationale applies in all PAUSE AND THINK activities in the ISP.

Station 1.3: What have I learnt through experiences inside and outside school? A reflection on your skills and personal qualities

Learning Objectives:

- Students can successfully identify THREE "learning experiences" that are most influential or can best illustrate their skills and personal qualities.
- Students are aware that through participation in various activities and teams, they can shape their **interest, knowledge, transferable skills, and attitude**; it is also through these opportunities that they can learn more about their strengths and weaknesses.
- Students can identify transferable skills and personal qualities they possess.

Examples of student work:

Example 1:

Tips for teachers:
● Among all the self-exploration activities in the junior ISP, this task may be the most challenging and difficult one for students. This requires substantial cognitive abstraction and self-reflection. Nevertheless, it is an activity that deliberately helps students build CONNECTEDNESS between their learning experiences outside the traditional curriculum (that most of them enjoy a lot) and their self-concept or self-efficacy. Completing this task requires a complex of analytical skills and making judgment; this initial experiment paves the way for constructing quality SLP in senior forms.
● Considering the above point teachers are highly recommended to deliver this session with pair-work. Students are allowed to work collaboratively with their supportive partners, or their friends in class. Note that a mutually supportive atmosphere is vital for success.
● Ask students to think about activities that they participate in their life. If some students do not belong to any affiliations or do not participate in any activities, ask them to think about daily tasks (e.g. cooking, cleaning, or participation in casual sports).
● Ask students to think deeply about what abilities and qualities these activities can provide to them, some abilities and qualities are listed on the page, but if students are able to list other abilities, they can write in the blank areas.

Station 2: Career Honeycomb: Connecting your personality trait with your study and your career
Station 2 involves some theoretical parts of the Holland Classification System; thus, it is necessary for teachers to be familiar with the theory before guiding the students in this part. In brief, the Holland Classification System holds the following principles:
● The choice of vocation is an expression of personality.
● Interest inventories are personality inventories.
● Vocational stereotypes are reliable and have important psychological and sociological meanings.
● The members of a vocation have similar personalities and histories of personal development.
● Career development is a "person-environment fit" process.

At junior secondary level career interest of students are not fixed/rigid but fluid/dynamic and yet to be developed. Thus **non-judgmental, non-conclusive and non-diagnostic** guidance is required. Students can be aware of their "initial inclinations" but not a "code" that tells their fortune. "Inclinations" provide supplementary information that connects their interests, personality, activities they like with senior secondary curriculum choices, potential options of further studies and future occupations. It is more like OPENING UP WINDOWS that they can explore.

Station 2.1: The Honeycomb Part; and
Station 2.2: Honeycomb: Your interest profile

Learning Objectives:
● Students understand that personality is connected to NSS subject choices and their future vocation.
● Students are aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations.
● Students can identify their dominant and secondary inclinations.
● Students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be followed.

Examples of Student Work:

Tips for teachers:

- Tell students the story of 'six groups of people in the party'. Describe briefly about the 6 groups.
- Ask students when their preferred group leaves the banquet, which group of the 5 they would choose.
- Suggestions to be done with section 2.2.
- Try to use visual aids such as drawings, pictures, videos, or toys to describe the groups.
- Explain the six types of career interest in different aspects, such as interests, preferred occupations, and personalities etc.
- Explain to students that the result is not diagnostic, and career interest in that stage is not 'crystallized', which refers that career interest at that age is NOT fixed but is highly flexible.
- Encourage students to discuss in small groups about whether the description matches their personal qualities.

Station 3: Understanding your Senior Secondary Study Choices

The aim of section 3 is to introduce the school-based course options to students. Some materials are school-specific therefore teachers need to supplement the ISP with school-based curriculum model for students'/parents' reference.

Station 3.1 Progression Path for Senior Seconday Graduates

Learning Objectives:
- Students learn about the simplified progression path of senior secondary graduates.

- Students are aware that they can refine their senior secondary study choice when they progress from S. 4 to S.5 such as taking Applied Learning courses.

Tips for teachers:
- Describe briefly about the educational advancement ladder to students.
- It is recommended that teachers cover the full picture of the ladder including local university study options, overseas opportunities, sub-degree programs, vocational training options, and career options without prejudice.

Station 3.2 Senior Secondary Curriculum

Learning Objectives:
- Students are aware the structure of senior secondary curriculum, basic requirement of a SS study plan and criteria for taking extra Xs.
- Students go through descriptions of senior secondary subjects (those they have initial interest, especially), including curriculum, what they can learn, how they can learn effectively and preparation for the future.

Tips for teachers:
- The structure of the Senior Secondary Curriculum is to be introduced to students.
- Explain course contents to students briefly, but in-depth study by students on their intended or interested subjects should be recommended and given sufficient time to do so.
- Motivate students to ask questions about course details.
- Explain the significance of making INFORMED CHOICE, i.e., students should go back to the Letter to Students and refresh their memory about the few principles of making career or critical life decisions (which in fact, is to shape their belief or to avoid misconceptions on career and life planning). The subject descriptions are long but these lists provided by individual subject sections of the CDI are all worth reading.

3.3   Study Choices and Selection Procedures offered by YOUR School

Learning Objectives:
- Students comprehend clearly the school-based senior secondary curriculum structure, including number of Xs allowed, the subject options/combinations, mechanism of selection and admission, availability of reviewing choices in S.4, allowance to take applied learning courses.
- Students are able to formulate a tentative senior secondary plan about subject choices according to their self-understanding on interest, aptitude, personal qualities and career aspirations/goals.
- Students are able to assess success rate of having their study plan actualized and thus be aware of the need to make an action plan.
- Students are motivated to make contingency plan(s) and understand that having "second-best" is not a failure.

Example of student work:

個人選擇成功機會的初步評估：

應該可以成功入到這個班別．

因為這都是我有興趣的科目，

而且我認為中國歷史的成績也不錯．

若第一選擇或組合落空了，我的次選是：

班別1．

Tips for teachers:
- This section is school-specific, which is prepared by the school according to their course options provided to students.
- If available, guide students in small groups or individually about their study options.
- Teachers may consider Station 3 part of the career guidance program for S.3 subject selection, which usually includes parents talk, sharing by senior form students, alumni and teacher representatives of various disciplines. Students are reminded to consider information from a number of sources to get a balanced view on their tentative study plan.

Station 4: How can I get there?

Station 4 is another demanding activity. The key skills required this time is INTEGRATION. MY ACTION HONEYCOMB, after completion, provides a constructive summary of what students have experienced throughout all these career-related experiences. Students are given an opportunity to refresh their learning on self, opportunities and constraints in previous stations; and definitely, they should applaud for their own achievement in their first career and life planning exercise.

Goal planning is the aim of this section. Students are invited to make goal for their senior secondary study. This is also one of the core objectives of the ISP. Teachers are suggested to introduce the SMART goal making method to students, and then complete the honeycomb in the next page.

Learning Objectives:
- Students can REVISIT previous stations, EXTRACT and INTEGRATE key findings to fill up the Action Honeycomb, starting from Academic Interest/Achievement to Skills and Talents and finally to Tentative Senior Secondary Study Plan, in a logical sequence.
- Students are motivated and show the determination to take actions in their plan.
- Students are willing to keep the plan for review after they are promoted to senior secondary level.

Example of student work:
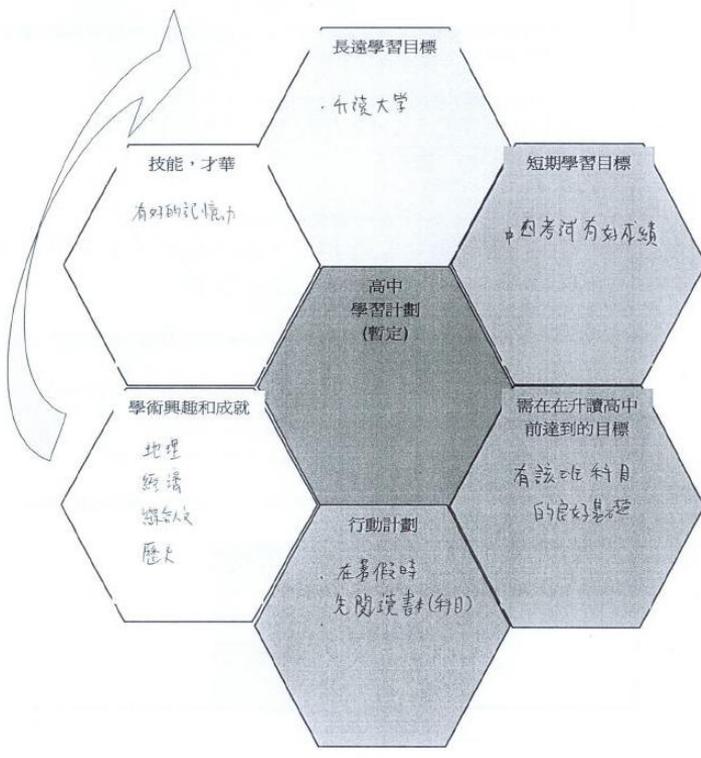
Tips for teachers:
- Try to explain the SMART method in goal making using relevant examples.
- Complete the honey comb on the next page from 'Academic interest and achievements' to 'Secondary School Study Plan' in clockwise direction. (Yellow to Red)
- Guide students to use answers of previous sections to complete the honeycomb.
- For 'action plan', ask students to think what they can actually do in order to achieve the goal. Ask students to write as specific as they can.
- Motivate students to keep the ACTION HONEYCOMB as a drive for progressive improvement or actions; also remind them this "tentative" plan is subjected to continuous revision based on their experience in senior secondary study and enriched understanding of their strengths and limitations.
- If the senior ISP is also adopted for use, reviewing this ACTION HONEYCOMB can be a very useful starter activity.

Station Plus: The Support Partner Honeycomb

This is the last section of the student studying planning booklet. At this stage students are expected to have basic knowledge of career and study goal planning as well as their personal qualities. Section 4 and 5 is a summary of the student portfolio for the ongoing reference of students. Students are suggested to list their goal to remind themselves of what their goals are, and HOW to achieve the goal. For section 5, students are suggested to share the 'honeycomb' that they finished in section 4 with their supporting partners to refine the chart.

Learning Objectives:
● Students experience support and recognition from partners.
● Students are able to LISTEN and exercise their judgment in refining their ACTION HONEYCOMB, if necessary.

Example of supporter's work:
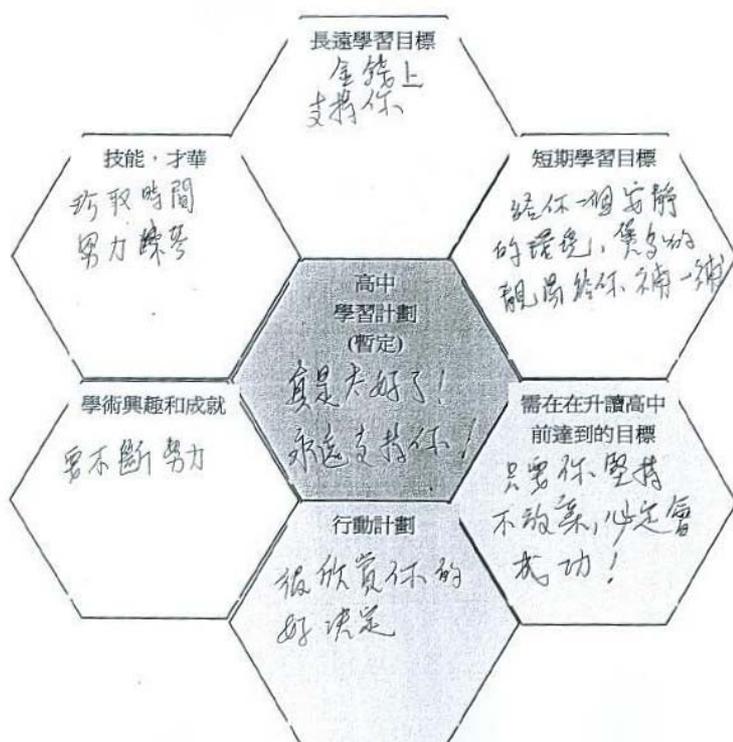
Tips for teachers:
● Encourage students to share with their supporting partners.
● After students refine the honeycomb chart, ask students to share with the class.
● This section could be homework for students.
● Recommendations for support partners:
   ■ Support partners play a key role in motivating students to actualize their plans with sustained effort. It is important to ALERT the support partners that THEY ARE NOT SUPERVISORS or INSTRUCTORS, but companion of the students in their journey of exploration. Yet, if parents are willing to serve as the support partners, they should be briefed and convinced about their challenging but essential attributes to be shown during the process.
   ■ Being supporting, encouraging, non-judgmental, willing to express admirations are essential attributes of support partners.
   ■ NEVER "mark" student's action plan with a red ball pen (we sometimes call it "the red pen syndrome" because students are easily discouraged and their focus shifted to struggling what is right or wrong in making plans. A GREEN or BLUE pen or pencil will do.
   ■ Some more "Do's":
      ◆ Go through the whole booklet and the action plan before giving comments.

◆ Try to pinpoint positives or strengths or even eagerness to try FIRST; it is always better if we present our admirations to others first before we make recommendations or point out problems.

◆ Encourage to act out their plans and set interim evaluation for revision of plans to facilitate success.

◆ Celebrate successes, even though they may seem to be eligible from the perspective of grown-ups!

第一章：《尋找生命的色彩：新高中科目選擇及個人抱負的探索》教師指引

設立指引目的

　　「尋找生命的色彩」生涯規劃的學習工具是一本為老師帶領學生使用而設計的綜合生涯輔導工具。生涯輔導著重學生自身投入及自我生涯規劃，從而尋找、獲得及分析資料的教育。這工具提供綜合豐富的資料，包括初中生發展路向及學科資料，並幫助學生反思不同的學習經歷，體驗連串具考驗的自我發現過程。此項漸進而持續的自我發現，能有效幫助初中學生確認高中學習目標，甚至提升個人學習及社交能力。

　　中二及中三學生為自己設立一個初步的高中學習計劃（所謂「初步的」，是指學生效在中三階段為高中三年訂定的初步學習方案。我們的理想是學生經過實踐、第一身體會學習各學科的情況後，能於中四有機會檢視學習情況，考慮更多升學及生涯規劃的因素，從而調整高中學習計劃），必須認真而深入的思考，並建基於以下幾個因素：

- 學生的個人興趣、特質、學業取向及將來的理想職業
- 了解升學及進修機會並切實地達成個人目標
- 學生能把自我認識與將來升學就業的機會掛勾——這是學生必須明白，亦即是我們所指的「充份知情的選擇」（"informed choice"）
- 學生應為自己的選擇負責，因為這個選擇將會影響他們的就業路向及機會
- 學生應最少有一個次選或後備計劃
- 學生需要根據自己的成長經歷，反覆檢視，從而改善個人的學習及事業計劃

以下的概念架構圖概括了上述數點：
（請留意學生生涯規劃是一個持續而循環的反思過程）

圖一：生涯規劃流程圖

　　《尋找生命色彩》中詳盡的序言是為了幫助學生及家長達到目標，並能在心理及行動上作好準備以迎接一連串的生涯規劃活動。教師應時常提醒學生以下一些生涯規劃原則：

1．作決定前先**清除**以下一些**錯誤的想法**
- ◆　個人意願並不重要，最重要的是在公開考試中取得好成績
- ◆　我的父母和老師會為我作出正確選擇
- ◆　我一定和我的朋友作相同的選擇
- ◆　為表現自己的出眾，我要選擇最"熱門"的科目
- ◆　一個好計劃是不必作調適的，它是我唯一的希望

2．找一個**支持你的伙伴**
　　在開展你的旅程前，找一個你信任和支持你的伙伴。他可以是你的父母、老師，甚至朋友 — 一個值得信任、願意聆聽和願意給你客觀意見的人。但是，請記著：真正享受學習過程和選擇事業前途的，只有你自己一個而已。

3．尋找你的**夢想**
　　你的夢想是什麼？你的志願是什麼？你知道如何才能一步一步向理想邁進，並最終取得成功嗎？你懂得回答以上問題並不能保證你會取得成功，但卻能夠大大提高你成功的機會。

4．認真思考："**我是誰？**"
　　花時間去了解自己 — 你的夢想，你的興趣，你的性格和你已掌握的技能。相信你是有價值的 — 你可以選擇向目標努力邁進，並貢獻社會。簡單來說，要取得成功，首先要清楚認識自己。

請明白並謹記：沒有錯誤的選擇，但你必須對你所作的選擇負責任。

　　除此以外，小冊子內亦有一個為家長及教師而設計的環節。輔導老師可以給其他教師及家長解釋以下一些原則：

給老師和家長的話：
　　老師和家長是學生在選科時最關鍵的支持者。老師和家長的支持，能夠幫助學生更清楚認識自己的意願，以至人生目標。但是，老師和家長在給予學生支持和意見的同時，也應給他們適當的**自由度**，使他們在選科的過程中**學習如何選擇**，並為自己的選擇負責。請謹記，我們是學生/子女的**支持者**，然而，他們應有**足夠的發展空間**去學習和成長。就如何幫助學生尋找生命的色彩，以下是給老師和家長的一些建議：

老師可以…
- ▪　支援
- ▪　激發
- ▪　尊重
- ▪　體諒學生在作出選擇時的困難和混亂
- ▪　提供詳盡升學資料

為學生提供機會…
- ▪　反思他們的學習經驗
- ▪　了解他們的興趣、志向和性格
- ▪　試用不同的事業評估工具或興趣評估工具
- ▪　帶領學生參與各類與升學就業輔導相關的活動，並刺激學生思考其事業路向
- ▪　安排與高年級學生及老師交流討論，並且分享他們選科時所遇到的問題

家長可以…
- ▪　支援
- ▪　激發

- 尊重
- 體諒孩子在作出選擇時的困難和混亂
- 明白每個孩子都是獨特的，而他們所作出的選擇並無對錯之分

協助你的孩子…
- 幫助孩子訂立可實現的短期和長期目標
- 鼓勵他們參加更多課外活動，使孩子得以探索自身潛力和感興趣的事業範疇
- 完成一份學生生涯規劃小冊子，紀錄及肯定自己各方面的成就
- 多與孩子討論關於學習、進修、事業發展的問題
- 與孩子討論他們的興趣和嗜好，共同找出踏上成功之路的方法

幫助學生去確認目標是一件積極而富啟發性的事，要是學生能注重將來的發展，他們便會更有動力去達成理想及努力學習。而生涯規劃的工具不但能幫助學生在學業成績上取得進步，更有助他們去計劃人生，思考未來。

學生生涯規劃的工具的高中學生適用版本亦會跟初中版本有緊密的聯繫，暫名為"Achieving with your life colours"。高中版本將會聯繫高中學習和大學學科選擇、擇業決定及人生目標。

生涯規劃的學習工具特點
生涯規劃的學習工具並不是本地唯一的升學輔導教材，但值得一提的是這工具具有以下一些特點：

1. 生涯規劃的學習工具是香港輔導教師協會和教育局課程發展處的協作項目。我們尤其關注學生在適應新高中課程時的種種需要，此協作項目是一個良機，把升學輔導融入學校課程發展。香港輔導教師協會在此項目中負責升學就業活動的設計，並邀請不同背景的學校試用生涯規劃的學習工具。而課程發展處則提供大量有關升學的出路資訊及途徑（例如：高中課程所提供的學習機會）。我們相信學生「充分知情的選擇」必須建基於以上兩項資料，亦因此生涯規劃的學習工具是現時唯一**結合了升學就業及新高中學制**的教育指南。

2. 生涯規劃的學習工具的設計容許學生在不同的學習階段，根據自己的能力獨立地完成各「站」。這學習工具讓學生完整並持續地檢視初中及高中的學習歷程，學生甚至可以在中六畢業的時候，加上其他與學業相關或其他學習經歷的資料，結合成一個**清楚而連貫的中學概覽**。這些紀錄絕對能為學生將來「學生學習概覽」(Student Learning Profile; SLP)提供實用的基礎資料。

3. 與工作相關的經歷（Career-related experience）是其他學習經歷中重要而不可或缺的一環。與工作相關的經歷應包含更多元素，例如：升學就業輔導的活動應更大程度地融入學校的課程發展。而生涯規劃的學習工具便是在一般全體性交升學輔導活動外，提供一個個人化的升學就業指引。我們所關注的是在現今資源明顯不足的教育界，這工具能否迎合學生的各項升學輔導上的需要；另一項關注這工具能否令學生投入並學懂**為自己的事業及重要的生命抉擇負責**——是真正由學生「個人」去規劃自己人生的方向。

4. 學生為自己的選擇負責並**不會令他們的需要被忽略**。而鼓勵他們為自己負責的原動力應來自他們的社群，例如輔導教師、家長、校友、師兄師姐及其他同學，從而建立一段**互信並成熟的互助關係**，不同人仕的意見亦有助學生的生涯規劃。所以在生涯規劃的學習工具的起點，我們已經強調每位學生也需要一位誠實、能提供有建設建議和可信任的伙伴，一同擁有這次學習經歷。

教師的角色
輔導老師將會擔當一個全新的角色。生涯規劃的學習工具並不能單單透過學校行政指令成功實行，而需有**合適的場合、足夠的空間、時間表的配合及合理的資源**。在學校試點計劃中，我們收集了六所不同學習程度學生的意見（試點學校參與的形式各有不同，有包括整個中二級別的講座，也有十五位學生一班的

小組教學）。得出的結果反映學生喜歡並需要一套實用的生涯輔導工具，以幫助他們了解**自我認識與高中學習的關係**。在小組教學情境下的教師能與學生有更多的互動接觸，教學成效自然較理想，但以「講座」形式進行的，也能收到正面的果效。

除此以外，老師的教學熱誠及專業知識也是有效學習的重要因素之一。部份試點學校的教師設計了一些附加活動，例如請學生繪畫理想工作的概念圖（concept map），亦有教師自備教學簡報，解釋生涯規劃的理念。教師的投入能有效令學生更主動地完成具挑戰性的每一「站」。

在大部份的試點學校也用了**班主任課**來講解生涯規劃的學習工具，因此**輔導教師**及**班主任**亦應需掌握基本的生涯輔導理論，例如荷倫的事業坐標及性格特徵類型，因它提供了大部份生涯規劃的學習工具的背景及理念。有見及此，香港輔導教師協會與課程發展處合作，**提供相關的支援及專業培訓**予各間採用生涯規劃的學習工具的學校輔導教師及班主任，透過推動持續進修增強教師的專業能量。

以下是**學習重點及小提示**，讓教師參考使用。我們沒有編寫**任何詳細的教案**，因為最理想的教學模式不可能是「依書直說」，教師應根據學生群體的背景、需要及其他客觀因素（例如班級人數、學習能力、班主任課的時間分配等），以專業判斷規劃課堂上內容，靈活配合活動及分組模式（例如二人一組或作小組討論），探索最適切的校本生涯輔導模式。

使用本學習工具的基本建議：

	活動名稱	建議課堂時間（分鐘）	活動模式		
			支持伙伴	小組討論	大型活動
	整裝待發：如何才能找到你的生命色彩	30		★	
第1站	為自我探索旅程作好準備				
1.1	『我是誰?』 ─ 我的第一個自傳	40-60	★	★	
1.2	檢視我的學業成就和學習能力	40-60	★		
1.3	透過參與校內和校外的不同學習經歷，我學到甚麼？	40-60	★	★	
第2站	事業座標：把我的性格特徵、學業和事業取向連繫起來				
2.1	宴會的談話對象	30-120	★	★	★
2.2	事業座標：我的興趣檔案	40			
第3站	了解高中課程所提供的學習機會及科目選擇				
3.1	高中畢業生的升學階梯	20			
3.2	高中課程架構	20			
3.3	高中科目簡介	40-120			
3.4	校本選修科目組合及選修機制	60	★	★	
第4站	如何到達目的地?我的行動座標	40-60	★	★	
第5站	支持伙伴座標	40-60	★		

建議活動

第1站：為自我探索旅程作好準備

設立第1站是為了要協助**學生了解他們的個人特徵**。這一站分為幾個部份（完成一個部份大約四十分鐘至一小時），學生需要探索一些全新的意念，才能完成所有部份。對初中學生來說，自我探索尤其具挑戰性，因此教師可能需要放慢節拍，多邀請學生向伙伴/小組/全班分享。在這部份教師的角色是協助學生更了解及認識自我。

1.1："我是誰?" ─ 你的第一個自傳

學習目標：
- 作為自我探索旅程的熱身，學生會開始明白「認識自己」的重要性，亦應意識到同學之間在興趣及事業目標上的差距
- 透過「腦力激盪」（Brainstorming），學生能確認及說出自己的喜好，包括興趣、科目及課內外各種學習經歷等
- 學生能回想一些夢想的職業，並注意到他們的興趣隨著時間而變更
- 學生開始明白這些變更背後的原因，例如他們的價值觀及對將來的期望隨著成長而改變

學生樣本：
樣本１：

當我讀幼稚園的時候，我夢想的職業是 開花店 　因為
我喜歡種不同的植物，尤其是花。

當我讀小學的時候，我夢想的職業是 時裝設計師 　因為
可以設計很多我個人風格的衣服／晚裝。

現　在，我夢想的職業是 暫時沒有 　因為
很多職業都仍是未確定中即要觀望。

樣本２：

當我讀幼稚園的時候，我夢想的職業是 教師 　因為
我看到老師教導學生的時候好像很快樂，小時候很想教導人。

當我讀小學的時候，我夢想的職業是 女警察 　因為
我覺得他們很偉大，經常接救有需要的人，我也想做一個偉人！

現　在，我夢想的職業是 時裝／室內設計師 　因為
我想將我的設計可以有很多人喜歡，我喜歡做設計。

小提示：
- 教師在介紹自我探索這個意念時，應該由淺入深地說明，使學生能反思自己的興趣。教師亦可以邀請學生分享夢想職業，並跟進提問這些夢想背後的原因和想法
- 在進行此部份時，教師和朋輩的角色是主動的「聽」，多給予學生肯定，接納學生多元的（有時甚至是奇怪的！）理想、職業選擇，切忌以批判的、質疑的角度對待學生坦誠的分享
- 多鼓勵及支持學生在群體中討論及分享
- 提醒學生帶備上學年的成績表以填寫 1.2

1.2：檢視我的學業成就和學習能力

學習目標：
- 學生能**分辨到自己所擅長的科目和熱門科目**的分別。而該學科分數的高低亦反映了他們的能力
- 學生能將他們對各科的學習能力、興趣具體化（1 至 5 分）
- 利用該表格上的資料，學生能認清自己的強項、弱項及各科的進步空間
- 而在「停一停，想一想！」的部份，填寫表格、以文字紀錄只是其中一種認識自己的方法。學生可以用**圖像或分享、小組討論的形式**完成這部份。然後重點式紀錄自己的所思所想。最重要的是學生**曾經**

認真思考這些切身的問題，為自己的選擇負責

學生樣本：

> *停一停，想一想！*
> 哪些學習範圍最能將你的興趣、學習信心和能力結合起來？
>
> （家政．電腦．設計與科技）方面
>
> 你對你的學習潛力有何認識？
>
> 其實我不知道我的潛力有多少．
> 但我知道自己所喜歡的是哪一科。
>
> 你認為自己在學習或學業需在哪方面改進？
>
> 我認為自己應有自律性，
> 自動自覺溫習．這是我需要改善的。
>
> 如需入讀理想的選修科目，你應在什麼科目上多下苦功？有什麼行動方案？
> 1) 我的理想選修科目是視覺藝術
> 2) 我認在設計和視藝多下苦功
> 3) 在學校的學習以外．我會抽空自己練習畫畫

小提示：

- 設立這部份是為了**具體化學生的學習能力**，對各科的能力及興趣亦分為 1 至 5 分
- 學生應根據上學年的成績表填寫表格上的左三列，如沒有修讀該科目可留空該位置
- 教師應叮囑學生認真思考後，才填寫自己的「能力分數」、「學習信心分數」及「興趣分數」
  「能力」是指學生過去在學業成績展示的學習能力；**「學習信心」**即指學生認為自己在將來在修讀此科時有多好的表現，他們亦可能認為在該科能考取好成績是靠運氣或是勤力，而非反映真正的個人能向；**「興趣」**則是學生對該科的主觀感覺，而真正的興趣應該能從其閱讀習慣或其他學習經歷中得到引證
- 在開初的階段，學生未必能理解或分辨以上三者不同，因此在此部份中，教師可扮演**引導者**的角色，協助學生了解幾個概念的差別
- 學生可以用自己喜歡的方式去完成「停一停，想一想！」的部份，例如跟伙伴分享、畫圖或小組討論，最重要的是學生曾經認真思考這些切身的問題，**這個原則適用於所有「停一停，想一想！」的部份**

1.3：透過參與校內和校外的不同學習經歷，我學到甚麼？

學習重點：

- 學生能確認三項對自己最具影響力，或最擅長的其他學習經歷
- 學生發現以上三項活動或比賽，曾對自己的興趣、知識、綜合能力及人生態度作出正面影響，而他們比以往更認識自己的強項和弱點
- 學生能指出自己所擁有的綜合能力及個人素質

學生樣本：

樣本1：

其他學習經歷	綜合能力	個人素質
1. 義工活動	處理資料方面的相關能力： (綜合) (整理) 創新 分析 應用數據 解難 應用資訊科技	判斷力 可靠 有創意 (熱心) 適應力強 (能幫他) (細顧) 圓滑 (有禮) (有耐性) (具責任感) 幽默 整潔 (有抱負) (認真) (誠實) (體貼) (隨和) 具冒險精神 (有幹勁) (友善) 觸覺敏銳 (堅毅)
2. 倉頡班	處理人際關係方面的相關能力： 教導 談判 指示 游說 (溝通) (服務) (執行指示) (幫助)	
3. 水運會參加	處理事務方面的相關能力： 處理事件 做事精確 (操作)	

停一停，想一想！

你可以從以上的其他學習經歷紀錄中評估哪些是最適合自己的學科或職業類別嗎？
不可以，因為它們沒有直接的關係。

你能夠應用多少所學到的綜合能力在你的高中選科規劃和抉擇上呢？為甚麼？
大部份。因為它們對著我將來在處理資料方面，人際關係方面和事務方面也有很大的幫助，可以訓練我對於處理這些方面的能力，提升到學業以外的能力。

小提示：

- 在多個自我探索的部份中，對學生而言這部份是**較具難度及挑戰性**的，因為這涉及學生對抽象理念的認知及自省能力
- 更重要的是，這部份將有助學生把其他**學習經歷、（他們喜歡的）傳統課程、自我形象及自我能力掛勾**。學生需要運用分析能力及判斷力去完成這部份，這些自我反省的能力對學生在高中階段建立學生學習概覽(SLP)非常重要
- 建議學生可以跟伙伴或同學，以二人一組的形式完成這部份。在活動中**建立互相支持的氣氛**是非常重要的。
- 請學生回想一些曾經參予的活動，若果學生未曾參加過任何校隊或制服團隊，可以回想一些**日常的工作**（例如做家務、打掃或其他戶外活動）
- 學生需要深思這些活動能培養他們什麼種類的能力、技能，若學生能另外想到其他綜合能力及個人特質，可以在空白的位置填寫

第 2 站：事業座標：把你的性格特徵，學業和事業取向連繫起來

　　第 2 站涉及荷倫之性格類別與工作環境匹配論的理論，教師必須對此理論有基本的認知，才能掌握此站的教學活動設計。

以下是一些荷倫之性格精別與工作環境匹配論的基本理論：
- 職業選擇的過程和結果，是個人性向的顯露
- 興趣測驗是一種性向測驗
- 職業的刻板印象（"stereotype"）有重要的心理和社會含意
- 同一行業的工作者有共同的性向和成長歷史
- 事業發展是一個「人」與「社會環境」互相配對的過程

　　初中學生的事業取向尚未定形，仍在一個**可變的狀態**。因此在指導學生時，教師**不應帶有任何批判或結論的語氣**。而學生亦應該明白這個性向測驗目的是提供更多與他們興趣、性格及活動有關的資訊，亦有助高中選科及將來進修的潛在取向，而**非對將來發展的任何預測**。

　　這部份比較像打開一個天窗，讓學生發掘到更多不同的境地。

2.1：「彩」蜜派對及 2.2：由「彩」蜜派對到事業座標：你的興趣檔案

學習重點：
- 使學生認識**個人性格**能聯繫到**高中課程選擇和將來的職業**
- 學生明白他們需要認真地探究每個性向的內容與相關的升學機會和職業，及合適個人的程度
- 學生能分辨自己首兩個性格傾向類別
- 學生能進一步透過此活動**反思**自己的學業與自身興趣、將來抱負的關係，並定立「我的行動座標」

學生樣本：

> **停一停 想一想**
>
> 看過你最喜愛的兩個座標和其他座標後，嘗試把以下的問題和你的生涯規劃連繫起來。
> （你可能要和你的支持伙伴再次一起合作）
>
> 你會怎樣管理你的時間使你的**潛質**和天份能融會在工作或學習上？
>
> *我會將我的生活分成兩部分：學習及課餘，並遶這兩方面上發揮我的潛質和天分。*
>
> 你會做或學些什麼，從而得到最大的學習的滿足感？
>
> *我會學習急救課程、及訓練小學步操。在這些活動中，我得到很大的學習滿足感。在急救課程中我可以學習救人；在訓練小學生步操有很大成功感。*
>
> 你會怎樣計劃你的高中課程和學習，使你能夠充分善用你的技能，配合你的性格和準備你將來有可能從事的事業呢？
>
> *我會在學業上努力讀書，吸引書本上的知識。在空餘時，我會繼續進修。我會多加與課程相關的課外活動，以充實自己。*
>
> 就你在上述問題的回應，你現在會做或學些什麼，為自己在踏入高中前作好準備？
>
> *我現在會努力地讀書，看清楚自己對那一科更加有興趣。我也會多加急救班及訓練小學生步操，以得到最大的學習滿足感。*

小提示：
- 告訴學生「彩」蜜派對中的故事，簡單地介紹六組人不同的性格
- 詢問學生他們會到那一組（可在班房中以活動形式進行），如該組散去後，他們會想到哪一組？
- 應與 2.2 部份一起進行
- 可用一些視覺上的幫助，例如圖畫、錄影或玩具去介紹六組
- 解釋六個組別不同的職業取向，例如興趣、理想職業及個人特質等
- **向學生解釋這些結果並不是對學生升學及職業選擇的任何診斷**，而他們在這階段的事業取向也未成形，因為他們的取向及興趣仍會隨時間和經歷而變更
- 鼓勵學生以小組形式討論：事業座標是否切合他們的個人特質，為什麼？

第 3 站 ： 了解高中課程所提供的學習機會

設立第 3 站是為了向介紹學生所有高中課程（包括課程大綱、學習能力要求及升學階梯等），某些校本資料（例如選科組合、選科程序）須由校方提供予學生及家長參考。

3.1 高中畢業生的升學階梯

學習重點：
- 學生能對**升學路向**有基本的了解
- 學生能了解高中階段的科目選擇及機制，例如：應用學習課程

小提示：
- 簡單地介紹初中畢業生的升學階梯
- 教師應**客觀及理性地介紹**升學階梯，包括本地大學選擇、海外升學方法、副學士課程、高級文憑課程、職業培訓及就讀出路

3.2 高中課程架構

學習重點：
- 學生能認識高中課程架構，基本升學要求及修讀額外科目的條件
- 學生能**對高中科目有基本的概念**（尤其他們感興趣的科目），包括學生能夠透過本科的學習學到些甚麼、如何有效地學習該科及該科如何裝備學生為未來作出準備

小提示：
- 教師應清楚地講解高中課程架構
- 可以**簡單地介紹每科的內容**，讓學生能在課堂外有充足的時間再細讀各科詳盡的介紹
- 鼓勵學生在遇上疑問時主動發問
- **解釋作出「充份知情的選擇」的重要性**，學生可以重讀「給學生的信」並重新思考在選擇科目及人生抉擇時的原則（主要是為了**給學生提醒這些重要的觀念及清除一些錯誤的想法**）。**科目介紹甚為詳細，所有內容均由課程發展處提供，甚具參考價值**

3.3 選修科目組合及程序

學習重點：
- 學生能清楚了解學校的高中課程架構（包括選修學科、科目組合、輪選機制、中四能否重新審核選擇、可供選擇的應用學習課程等）
- 學生能根據自己的興趣、綜合能力、個人特質、事業目標定立一個**暫定的高中學習計劃**
- 學生能評估高中學習計劃的**可行性**並定下行動方案
- 鼓勵學生多作一個**後備/次選計劃**，並明白次選並不代表失敗

學生樣本：

個人選擇成功機會的初步評估：

應該可以成功入到這個班別.
因為這都是我有興趣的科目
而且我認為中國歷史的成績也不錯.

若第一選擇或組合落空了，我的次選是：

班別1.

小提示：
- 這部份的資料應由**學校提供**
- 如時間許可，教師可以**小組形式甚至個別約見學生**，了解學生需要或困難
- 教師可視第3站為中三其中一項升學輔導活動（此類活動大多包括家長夜、高中學生分享、不同界別的校友及教師分享等）。學生亦應盡量從多方面涉獵不同層面的資訊，以保持客觀
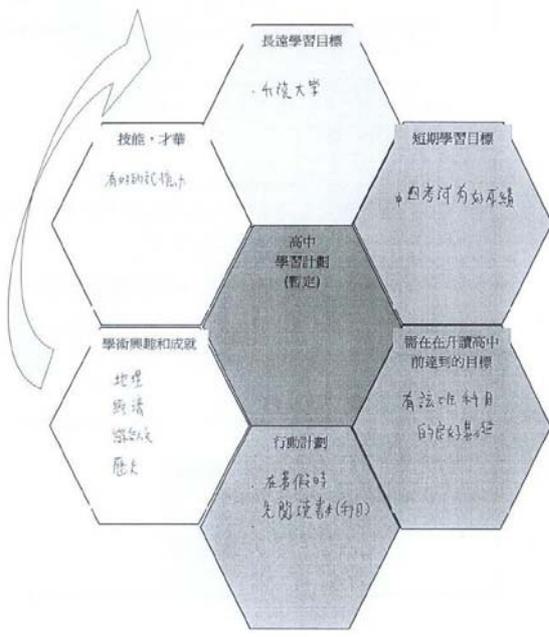
第4站：怎樣到達目的地？

第 4 站是另一項較具挑戰性的活動，最重要是能**整合生涯規劃的學習工具內的資料**。完成「我的行動座標」後，這學習工具便會成為學生**整個初中生涯的學習經歷回顧**，學生能藉此回顧自己的成長、遇到的機會和限制。而學生亦應為自己的成長及完成首次生涯規劃而感到高興。

這部份的重點是**幫助學生達標**，亦是整個學習工具的**核心項目**。學生將為自己在高中的學習定立目標，教師亦應介紹如何定立一個 SMART 目標，然後填寫「我的行動座標」。

學習重點：
- 學生能**重溫**第 1 站至第 3 站，在重點記錄自己的學習興趣、學業成就、技能及天份，整合後完成「我的行動座標」
- 學生應主動地參予此活動，為達成目標而努力
- 在升讀高中後，學生仍需**持續檢視**自己的學習計劃，並作出適當的調整

學生 樣本：

小提示：
- 可**舉例說明**如何定下 SMART 目標
- 完成「學術興趣和成就」後以**順時針方向完成**（依隨箭咀指示）
- 引導學生根據較前部份的答案去完成「行動座標」
- 在填寫「行動計劃」一欄前，請學生認真思考自己**願意做什麼來配合學習計劃**，並仔細地紀錄下來
- 鼓勵學生視「行動座標」為不停進步的目標，並提醒他們作為年青人，會隨著自己的經歷而成長，所以行動計劃、學習計劃、以及事業取向亦可能會不斷轉變，這個暫定的學習計劃需要**不斷檢視並作出修訂**
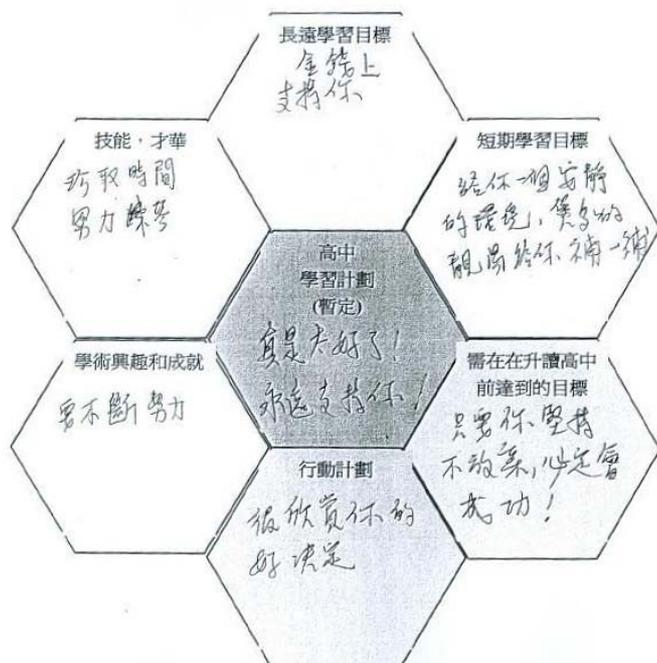- 如繼續採用高中版本的生涯規劃檔案，此「行動座標」將會是十分重要的**起點**

第 5 站：支持伙伴座標

這是生涯規劃的學習工具的最後一站，學生應比前更認識自己、能掌握基本的升學資訊及正在計劃如何落實「行動座標」。第 4 站及第 5 站是生涯規劃的學習工具的小總結，令學生能列出自己的目標，並時常提醒自己需如何落實執行計劃。在第 5 站中，學生可與信任的伙伴分享自己在「行動座標」中的目標，並諮詢伙伴的意見。

學習重點：
- 學生能從伙伴身上感受到**支持和關懷**
- 學生能學習聆聽及接納伙伴提供的具建設性的意見

學生伙伴樣本：

小提示：
- 鼓勵學生向伙伴分享計劃
- 學生在伙伴檢視及修改「行動座標」後，請他們向同學分享
- 這部份學生可在家中或課餘時間完成
- 給支持合作夥伴的建議：
  - 支持夥伴對學生能激勵學生實現他們的計劃，持續不斷的努力。重要的是要提醒支持夥伴，他們的角色不是主管或教師，而學生在探索旅程的同行者。然而，如果父母願意充當支持夥伴，這些提醒就更重要了。
  - 作為支持伙伴的正面質素，包括：多鼓勵、不隨意批判、多讚賞。
  - 請不要用紅筆給學生評語（我們有時稱之為 "紅筆綜合徵" ），因為紅筆給學生一種你在批改習作的感覺，令人容易灰心，或將重點轉移到不斷掙扎計劃究竟是正確或錯誤。綠色或藍色的原子筆或鉛筆是較好的選擇。
  - 還有一些建議 ：
    - 先閱讀學生在全本小冊子記下的內容和行動計劃，才給予整體的意見。
    - 嘗試先肯定他們的努力、長處，以至是願意踏出第一步去嘗試面對挑戰的心；往往，我們在要給予提醒或指出別人不足之處前，先肯定對方的優點，會有更好的結果。
    - 鼓勵他們實踐行動計劃，並訂下時間表作中期評估，以修訂計劃，成功的機會會高一些。
    - 慶祝成功─即使學生存成就在我們成年人心目中是如何微不足道！

Chapter 2: Teachers' Guide for "*Career Mapping: Career Development Tool for Senior Secondary Students*"

第二章：《生涯地圖：高中事業發展學習工具》教師指引

甚麼是學生的「生涯地圖」？

序言：

「生涯規劃」，是指探索符合自己的人生和事業目標，找尋個人召命，並在不同的生活場所（包括工作、家庭、社區）和活動（工作、學習、休閒）中實踐這些目標的一個漫長歷程——簡單一點，就是為自己的人生尋找可努力的、發揮潛能的方向，就如我們倚仗地圖和指南針，為自己定向、選定一個接一個的座標，直至到達目的地。不同的研究都有近似的結論：具有清晰目標（學業的目標或事業的目標）的年青人能夠在學習上得到更大的滿足感及成就感，亦因此有更大機會成功升讀大學及接受專業訓練。

高中學習是一個全新的挑戰。每個年青人，都享有選擇其學業、學習模式和生活模式的權利與責任，而興趣、能力、事業目標，是青年人規劃人生的基礎。這份《生涯地圖》，是初中生生涯規劃學習工具《尋找生命的色彩》的延續。高中學生其中一個關鍵任務是要認真地思考將來的學習及前途，並學習如何發揮他們的潛質。這份生涯規劃檔案能成為學生高中三年的好幫手，使他們能完成以下目標：

- 認清自己的學業興趣、能力及事業目標
- 提供準確而不偏倚的升學資訊，包括升學機會、就業途徑及支援機制等
- 幫助學生建立、檢視、重整個人的學習計劃及事業路向
- 完成整本《生涯地圖》中的活動後，它將成為學生個人事業檔案（Career portfolio）的重要部份，不但能為「學生學習概覽」（Student Learning Profile）搜集資料，幫助他們回顧高中階段的學習經歷，也是中學階段的成長摘記

何謂「檔案」？此乃學生自我探索的過程及對成長經歷的反思歷程作出紀錄。經過了六年的學習，高中學生應能以此檔案作為事業檔案來幫助他們整理和紀錄個人的成就。

為了要正確選擇自己的前路，年青人需要真正認識自己，明白自己的長處和短處，加深了解課程架構，並編制事業檔案。可是，我們亦需留意對未來的規劃是一個循環的過程 – 要定期反思過去所作的決定，從成敗得失中評估自己的策略，以作出修訂並更新我們的規劃。

與初中版不同，生涯地圖內的生涯規劃工具雖仍分為四站（學習方式、自我認識、升學/培訓/職業路向選擇、編寫個人生涯故事），但教師和學生使用或建構這份生涯規劃檔案不必依線性方法，而是有彈性地於每一高中年度都完成一部份第一至三生涯主題的活動，讓學生循序漸進地認識自我及思考生涯規劃的方向；我們也建議教師可安排學生於高中後期「重訪」之前已完成的活動，讓學生發現自己這三年間的轉變，反思個人成長歷程。第四個生涯主題是回顧和整合過程，同時也幫助學生將成果轉化為「生涯劇本」，作為 SLP 內學生個人自述的寫作基礎。下表為教學進程的基本建議：

	目標	建議課時（分鐘）	住活動模式建議		
			同行伙伴參與	小組討論	大組活動或遊戲
甚麼是我的「生涯地圖」？	理解甚麼是「生涯規劃」	30-40	★		
生涯主題一：檢視我的學習經歷					
座標 1：回顧你的行動座標					
1A：我的行動座標	重溫你的學習目標	30-40	★	★	
1B：我這個高中生做得怎樣？	回顧你的學習成果	40-60	★	★	
座標 2：小進步、大踏步					
2A：我的學習模式	找出你的學習模式	30-40	★	★	
2B：我的學習目標	定出能幫助學習的行動計劃	40-60	★	★	
座標 3：我的高中學習計劃	決定如何完成你的學習計劃	40-60	★		
生涯主題二：規劃我的生涯發展方向					
座標 4：我是誰？					
4A：我的戰衣	能深入地了解自己	30-40	★	★	★
4B：我的特質	找出你最喜歡的學習及工作態度	30-40	★	★	
4C：我的理想人生	找到你最理想的生活模式	40-60		★	★
座標 5：檢視我在學習經歷中學會的技能、能力和將會面對的挑戰					
5A：助我成長的經歷	完成撰寫你的成長故事	60-120	★		
5B：「我的成長故事」說了些甚麼？	能分析自己的故事及你所擁有的綜合能力有甚麼關係	40-60	★	★	★
座標 6：事業面面「觀」					
6A：「夢」之旅	反映你為甚麼選擇你的理想職業	40-60	★		
6B：工作的價值	認清你的工作價值	30-40	★	★	
6C：擇業交叉/剔	確定你的事業傾向	20-30		★	★
6D：「選」與「不選」？	明白自己選擇的原因	40-60	★	★	★
6E：初遇 RIASEC	確認自己的性格特徵	30-40	★	★	
6F：探索 RIASEC	確認自己的性格特徵	40-60	★	★	
座標 7：我希望將來……					
7A：重訪我的「彩」蜜派對	重溫、了解你的個人性格特徵	30-40	★		
7B：我在學業方面的潛力	探究你的升學選擇	60+	★	★	★
7C：我在職業方面的潛力	探究你的事業選擇	60+	★	★	★
生涯主題三：充分知情的選擇—了解高中課程所提供的學習機會）					
座標 8：高中畢業生的升學階梯	了解高中畢業生有甚麼出路	20			
座標 9：大學之「道」	已完成閱讀及確定潛在可能	30			
座標 10：高等教育及進修機會	已完成閱讀及確定潛在可能	30			
座標 11：職業機會	已完成閱讀及確定潛在可能	30			
生涯主題四：編寫我的「生涯地圖」					
座標 12：我的生涯地圖	完成生涯規劃檔案	60-120	★		
座標 13：回顧過去、展望將來—我的生涯劇本	完成「我的劇本」	60+	★		

另一重點特色，是大多活動都期望/要求學生完成檢視或反思後，邀請「同行伙伴」（可以事業輔導老師、班主任、對學生有一定認識的高年級學生或同學）在相同活動提供意見。此策略除了能透過伙伴的「外力」鼓勵學生認真參與，讓學生感受到在整個生涯規劃過程中有同行者以外，也加入了「他者」的角度於個人反思歷程中，伙伴的意見就如一面鏡，使學生認識到別人眼中的「我」。

生涯主題一：檢視我的學習經歷

《生涯地圖》是《尋找生命的色彩》的延續。完成《尋找生命的色彩》後，你應該已有一個高中學習計劃。《生涯地圖》的第一個座標，是邀請你誠實地重溫自己的計劃：

◆　你能跟得上各學科的進度嗎？
◆　你滿意你在各學科的表現嗎？為甚麼？
◆　升讀中五前，你是否需要重整你的學習計劃？你願意做甚麼使自己取得進步？
◆　你會考慮更改選修科，或修讀一至兩科應用學習課程嗎？

由於升讀中五前學生可能須考慮改變選修科或選讀應用學習課程，建議這部份於高中四開始，給予學生認知自己學習模式和調適高中學習計劃的機會。

座標1：回顧你的行動座標（給中四升中五學生）

1A：我的行動座標

目標：
此活動讓學生回顧「尋找生命的色彩」內行動方案的進展，也鼓勵學生為個人目標認真、付出努力。若學生未曾使用《尋找生命的色彩》，可跳過這活動。

提醒：
✓　若學生未能完全依中三的理想計劃作出行動，並不代表是一次失敗的經歷。重點是反思成功、部份成功或未能完成計劃的原因。
✓　這活動雖然簡單，但能引導學生了解認真訂定計劃的重要性，並鼓勵他們以此心態面對高中的學習和各樣的挑戰。

1B：我這個高中生做得怎樣？

目標：
●　探索有效學習各選修科的方法
●　檢視於各學科的學習進展及成效
●　就各修讀學科訂定目標

提醒：
✓　可邀學生先行思考及完成表格，甚或於一定時間內向其他老師請教，讓他們能從多方面認清自己的能力和進展，然後才在課堂內作小組分享。
✓　鼓勵同組或同班同學以積極、鼓勵、多珍賞的態度面對別人的分享，也明白高中學習的初段總有不如意或挫敗，彼此抹持總比獨自迎戰好。

座標 2：小進步、大踏步

2A：我的學習模式

目標：

協助學生了解自己最常用的學習及溫習模式以配合學習計劃。

提醒：

✓ 鼓勵學生了解自己發揮得最好、最有效的學習方法，並應用於緊接的下一項活動；舉例：若某同學了解到「與別人討論」是較有效的學習方法，在訂定學習目標時就應多爭取有關的機會，而不是單靠「背書」了。

2B：我的學習目標

目標：

重提學生在設正行動計劃時需要「智慧」-(SMART)！

◆ Specific 特定的 → 需要做什麼具體的工作或行動？
◆ Measurable 可量度的 → 怎樣才算達致成功或完成任務？
◆ Achievable 可達到的 → 這工作或行動能否在可見的將來完成？
◆ Realistic 實際可行的 → 以我現時的能力，我能否處理這工作或行動？
◆ Time check 有時限的 → 何時能夠完成行動計劃？

提醒：

✓ 要求學生與同行伙伴分享自己的計劃，並在可能的情況下立約，給學生更大的推動力。

座標 3：我的高中學習計劃

目標：

給學生在作實高中選科組合前作最後調整。

提醒：

✓ 建議先邀請學生回顧本 ISP 內已完成的活動內容，並因應校本的高中科目組合（例如：會開辦個別應用學習課程科目？是否容許學生經由學校報讀各個應用學習課程？如是，有何篩選機制？學校會否讓學生就選修科改選？如是，有關程序如何？），讓家長和學生在作決定時有所依據。

✓ 此活動須配合其他能幫助學生了解不同學科內容及升學前景的計劃進行，有關後者的建議可參考"Framework of Career-related Experience"（見本書第三章內容）。

生涯主題二：規劃我的生涯發展方向

座標 4：我是誰？

4A：我的戰衣[#3]

目標：

讓學生確認一些學生在人生中引以為豪的成就、為未來建立一些能達到的目標和成就，並作為一有趣的熱身活動，鼓勵學生與別人分享他們的成就和未來的目標。

提醒：

- ✓ 這活動是為事業計劃小組而設的一項打開話匣子，互相認識的練習。老師首先向學生解釋此活動的目標。
- ✓ 然後向學生簡介如何完成工作紙，學生可以文字或繪圖形式來完成。
- ✓ 老師應向各人示範一件完成的「個人戰衣」樣辦。
- ✓ 學生可在小組中彼此分享他們的「個人戰衣」。
- ✓ 若是以大組形式進行，學生在完成「個人戰衣」後，可在課室內自由走動，向別人介紹自己的「個人戰衣」。
- ✓ 活動結束前，學生可分享他們對此活動的感受以及所觀察到的事物。

4B：我的特質[#]

目標：

讓學生認識「個人管理技巧 」的意義和重要性；運用「個人管理技巧」的一些用詞，來形容他們自己和他們的能力，從而辨別個人已有的及可以進一步發展的管理技巧。

提醒：

- ✓ 老師應向學生解釋「個人管理技巧」與其他不同類別的技能(如綜合性技能)的分別。
- ✓ 老師應向學生解釋「個人管理技巧」是**如何透過一連串的生活經驗，包括在學校、家庭及其他環境中所建立**的。
- ✓ 老師應提供指引幫助學生完成此練習。一般來說，學生或可選用以下的一些指引來辨識「個人管理技巧」：
  - ● 學生不應把自己與其他人作比較，而應先著重發掘一些自己較明顯的「個人管理技巧」。
  - ● 學生應找出實例(如一些特別的生活經驗)來引證他們已有的「個人管理技巧」。
  - ● 學生可參考他們所信任的人的一些回應。
  - ● 老師示範如何應用「個人管理技巧」工作紙，並分享自己如何透過應用以上的原則去辨識主要的 「個人管理技巧 」。
- ✓ 老師給予學生約 15 分鐘來完成工作紙及完成「同行伙伴」評價部分。
- ✓ 邀請學生反思自己的答案與同行伙伴意見的異同，學生分享各人最好的 5 項「個人管理技巧」及

一些他們認為自己有待發展的「個人管理技巧」。

✓ 完成此活動後，學生可思考個人的強項如何成為學業或其他範疇的發展優勢，那些弱點又可能怎樣限制他們於各範疇的發展和成就？

4C：我的理想人生

目標：

此活動幫助學生了解自己的價值觀和它對事業選擇的影響。學生可從中更了解自己的價值取向、別人的價值觀對自己的影響，分析自己的價值觀和興趣是否配合。

提醒：

✓ 老師在此活動中扮演拍賣官，學生則為參加者。在活動中，學生進入了一個虛擬世界，他們的夢想都可以用錢買回來。學生必需從拍賣表中選出他們想要的夢想，並在緊張刺激的拍賣過程中盡量爭取他們希望買到的項目。

✓ 每位學生可有一百萬（也可以是一萬，由教師決定）作投標用，但他們不一定要全數用清。每個項目的底價是$100，每次叫價亦以$100為單位。

✓ 學生首先在拍賣表上選出他們希望得到的項目，並定下投標價。總投標預算不可多於一百萬。拍賣開始後，學生可視乎情況用低於或高於他所定下的價錢競投，但總開支一定不可以多於一百萬。

✓ 在拍賣的過程中，學生需記錄自己及其他人的拍賣價，以便討論時用。

✓ 拍賣官（即老師）在進行拍賣時，毋需依拍賣項目的次序出售項目，最好是把拍賣項目隨意拿出來拍賣，使學生不能預計各項目會何時出現。若時間許可，老師可於每個項目賣出後，給學生數秒時間，讓他們重新分配投標價錢。

✓ 學生雖未能購入所有他們想得到的夢想，但他們最初設定的選擇是反映他們的價值觀的一個重要指標。

✓ 於整個拍賣活動完結後，老師方可與學生分享「拍賣指南」，作討論之用。

討論分享：

1. 每個拍賣項目代表不同的生活方式，也反映出不同的 人生觀和價值觀。老師可與學生分享「拍賣指南」內提及的不同價值觀。

2. 老師亦可就學生在拍賣過程中的感受作討論。

3. 討論問題：
   - 你為甚麼會追求某些項目？
   - 你在拍賣遊戲中體會到自己有甚麼價值觀？
   - 你最希望在人生或工作中滿足到自己的甚麼需要？
   - 你有否受別人的影響，改變了自己的價值取向？
   - 你的價值觀和工作興趣是否吻合？

4. 老師可在討論中可指出人生的資源和時間是有限的(正如每人在拍賣遊戲中只有一百萬一樣)；而我們想得到 的東西又會在不能預料的時間出現(正如拍賣項目沒有順序出現一樣)，因此學生宜細心思考究竟自己最想追求的是甚麼，否則可能會浪費了寶貴的資源和時間。

座標 5：檢視我在學習經歷中學會的技能、能力和將會面對的挑戰

5A：助我成長的經歷

這活動是《尋找生命的色彩》的「進深版」，目標為從「其他學習經歷」出發，從個人實際經歷中遇到的困難、解難方法和過程、檢視結果等，為「反思」設定一個可行而實用的角度，從而認識自己。

建議此活動可於每學年終進行，為一年所學作總結，同時鼓勵學生規劃下學年「其他學習經歷」的參與方案。

5B：「我的成長故事」說了些甚麼？[4]

上一活動是「個人敘事」，這一活動承接前者，幫助學生從個人敘事中尋索展現個人能力的例證，在增進自我認識之餘也得到更多的肯定。

專題：將敘事輔導結合生涯規劃 (Narrative Counselling in Career & Life Planning)

別人或自己的故事，是反思各類在成長歷程中經驗的好機會；每一段關鍵的事件和片段，無論是孩童時與家人的關系、個人興趣的源起，以及學習過程中得到的成就或面對的挫敗，都不自覺地影響、塑造「今日的我」。敘事的過程，本身就是敘事者將已沉澱的回憶和經驗重新賦予個人意義的歷程。

邀請學生編寫和分享他們的成長故事就是一個輔導的過程；當然，故事不要寫了就罷，個別學生在過程中可能會勾地負面的情緒，教師須敏銳一點，為這些同學提供適時的跟進。5A、5B 和 6A 都是敘事輔導的相關活動。

故事的另一個獨特的功能，是透過別人曾經走過的人生片段，映照今天自己面對的難題或掙扎。

以下三個例子都是針對初中和高中生於不同成長階段所面對的生涯抉擇而創作的故事。教師可先將故事（或因應學生群體特質而改寫的版本）用作課堂小組討論，刺激學生思考與自己也是息息相關的生涯課題。從經驗所得，這些故事都能有效令學生投入接續的生涯規劃活動。

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[4] 取材自 Bolles, R. N. (2008). *What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers.* California: Ten Speed Press.

例子一（適合中三選科用）

潔明的煩惱 Struggles of Kit

潔明自幾歲開始，已對「機械人」產生興趣。潔明愛把積木砌成不同的機械人，然後當戰爭場面的大導演，這些「作品」也是潔明上美術課的好題材。有機會到玩具店，潔明會花上個多小時研究各款機械人的設計。

Since he/she was a few years old, Kit has demonstrated an interest in robots. He/She loved building robots with blocks, and be the director of the war scene figuring his/her robots; these robots was popular themes she used in Art lessons. When there is an opportunity, Kit would spend hours in studying the design of robots.

小學階段，潔明的成績一般。潔明不愛看故事散文，但對科學有關的讀物還算有耐性，《空想科學讀本》打破「超人世界」神話，潔明很崇拜那位日本作家。潔明當時的志願是當一個作家。任教中學英文科的潔明媽媽對此志願感到欣慰，當然，會計師才是她心儀的選擇。

Kit performed fairly in primary school. He/She didn't like stories or novels as children in his/her age, but showed endurance in reading science-related writings. *Imagine Science* broke the myth of the ultraman world and thus he/she adored the Japanese writer very much. Kit's dream was then a writer. Kit's mother, who was a secondary school English teacher, was pleased to learn that, though it would be great if Kit might consider her dream job an accountant.

潔明的學校有參加全港機械人設計比賽，上年度潔明那一隊還得到優異獎，潔明的英文不錯，所以那一次出賽擔任介紹員，負責向評審解說設計，而那次表現也深得同學認同。那次比賽，還讓潔明知道，大學裡有工程學院，那可能是一展所長的地方⋯

Kit's school won a merit prize in the inter-school robotics design competition last year, and Kit was a member of the team. Due to his/her outstanding language competence, he/she was appointed the presenter to explain their work in front of a team of adjudicators. His/her performance won applauds of the teammates. Through that experience, Kit learnt that faculty of engineering might be a place he/she could actualize her potentials in the university…

中三選科，潔明的學校建議同學修讀 2X，也鼓勵學生選科時盡量以「文中有理、理中有文」為原則；學校還可協助學生於中五報讀專上院校開辦的應用學習課程。媽媽希望潔明選 BAFS，但潔明學校的時間表限制 BAFS 只能與物理對選，而另一個選修科則可能是經濟、化學或地理其中一科。潔明的好朋友慧慧早已決定選物理和化學。

Now Kit has to make subject election before promotion to senior secondary education. Kit's school recommends students to take 2Xs, with a good blend of science and arts related subjects; Applied Learning courses will be offered in S.5-6. Kit's mother hopes that he/she would take BAFS (Business, Accounting and Financial Studies), but according to the school time-tabling, BAFS and Physics are in the same block – that means Kit can only choose one of them; another block contains Economics, Chemistry and Geography. Kit's best friend, Wai, has decided to take Physics and Chemistry.

給同學的討論問題：(Discussion Questions)

- 潔明的學習能力、興趣、個人志向如何？
- What are the learning aptitude, interests and personal aspirations of Kit?
- 面對高中選科，有哪些因素可能影響潔明的決定？這些因素的相對影響力和重要性如何？
- Considering subject selection for senior secondary education, what influential facts may affect Kit's choice? How does each of these factor affect his/her choice?
- 若你是慧慧，你會給潔明什麼意見？
- If you were Wai, what advice would you give to Kit?
- 你認為潔明是男同學還是女同學？為什麼？
- Do you think Kit is a male or female student? Why?

例子二（適合中三選科用）

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<center>**采瑩的抉擇**</center>

采瑩自小學開始，已感覺在學習上比較其他同學慢；尤其是在學習語文方面。除了媽媽在溫習上幫她一把外，她也要比其他同學多花心力及時間才能在默書得到及格的成績。采瑩只有上數學堂才得到滿足感。她對數字較為敏感，運算能力亦高，對於文字解題方面亦沒有太大的問題；只要不用默寫及作文、要應付一般解題，她是綽綽有餘。

雖然采瑩數學成績不錯，但由於中、英文成績稍遜，結果她被獲派一所 "Banding" 較差之中學。采瑩卻憑著標青的數學成績，被編入精英班，一直讀至中三。隨著歲月成長，在語文學習上的障礙更為明顯。由於學校的精英班全是成績較佳的同學，學校及老師們對該班要求及期望也較高，故此各科課程也較其他班艱深。采瑩從沒有在英文默書取得超過十分，中文默書也不及格。采瑩除了對數學有興趣，基本上對任何科目也沒有甚麼喜好。考試時只是盡力而為，成績平平。

采瑩個性也比較沈默、內向、溫純，喜愛聽音樂或以圖畫表達自己的感受。對自己將來的工作，沒有太多的憧憬，只知道自己的能力有限。除了繼續升上中四外，經老師介紹及往職訓局參觀，認識到一些職訓局所辦的二至三年制證書課程，感覺又新鮮、有趣又實用，希望一試。可是，媽媽的意思是:既然兩者也不用交學費，何不先升讀中四，讀得不好才考慮報讀。采瑩感到有點不是味兒，感覺媽媽不大瞭解她。

采瑩亦為到中三選科問題有點懊惱，正如上述所說，采瑩除數學科比較出色外，對其他學科也沒有很大的喜好，也沒有特別志願，現階段只希望日後中六畢業入讀 IVE 與數學或數字有關課程，如會計、測量等。要她從選修科目中選擇修讀 2X，好像有點困難。學校鼓勵學生選科時盡量以「文中有理、理中有文」為原則；學校所開設選修科如下：

</div>

新高中四至中六級課程表					
必修科	中文、英文、數學、通識				
第一組選修科	物理	生物	經濟	地理	資訊及通訊科技	歷史
第二組選修科	化學	組合科學 (化學及生物)	旅遊與款待	視覺藝術	企業、會計與財務概論	中國歷史

給同學的討論問題：
- 從上文中你認為采瑩有何種潛能?
- 采瑩的學習能力、興趣、個人志向如何？
- 面對高中選科，有哪些因素可能影響采瑩的決定？這些因素的相對影響力和重要性如何？
- 若你是采瑩的老師，你會贊成采瑩報讀職訓局的課程而放棄升中四嗎?為什麼？

Example 2: The Choice of Choi Ying

Choi Ying has found herself learning comparatively slower than others since she was in primary school. She is especially weak in languages, word recognition and dictation. Whenever she has dictation, she has to spend a lot of time on revising the passage. Her mom tried hard to help her go through every dictation passage and test in languages throughout her primary education. As for the help of Choi Ying's mom and the less complicated curriculum in both English and Chinese, Choi Ying managed to get a marginal pass every time in dictations and tests. However, she has the talent of arithmetic and numbers. She likes thinking and doing mathematics exercises.   She finds solving difficult mathematics problems is interesting and challenging.   Other than dictation and writing composition, she has no problems in comprehending general mathematics questions.

Though Choi Ying was good at Mathematics, she was not that lucky to be allocated to a good secondary school for the poor results of the other two core subjects, English and Chinese. She was given a place in a "low banding" school to study Form one. However, Choi Ying was arranged to study in an elite class from Form 1 to Form 3 for her excellent results in mathematics after the screening test. The arrangement wasn't that good for Choi Ying as the class she studied was the best in the level. Teachers' requirements and expectation were high and the students were given more and more difficult tasks to do in all subjects especially in languages and mathematics.   From then on, never did Choi Ying get higher than 10 marks in English dictation nor a pass mark in Chinese dictation. Other than mathematics, Choi Ying lost interest in studying. What she could only do was to try her very best in all tests and exams and her results could be expected always below average.

Choi Ying is quiet, introvert and kind-hearted. She likes to express her feelings through listening to music and drawing. She hasn't thought of her future careers nor her studies as she always feels inferior and failure in her study. After a school visit in a Vocational Training Centre (VTC), she understands that she can have choices to study a handicraft course other than Form 4 in New Senior Secondary (NSS). She finds that the courses in VTC are practical and interesting.   She is considering enrolling a course instead of studying Form 4. However, Choi Ying's mom has different opinion. She thinks that under the government policy nowadays, both two courses, Form 4 in NSS and the handicraft course in VTC are free, why shouldn't Choi Ying try to study Form 4 in NSS first. If she can't manage, she can switch to the courses in VTC. To Choi Ying, she feels upset and having no choices. She also thinks that her mom doesn't understand her feelings and abilities.

Choi Ying now is having her worries on choosing subjects to study in Form 4. As mentioned above, other than Mathematics, Choi Ying has no special preference on all subjects. She just wants to study some courses related to Mathematics, such as Accountants and

Surveying in Institute of Vocational Education (VTC) after Form 6. It is quite difficult for her to choose her electives. Her school encourages students to strike for a balance in choosing subjects with the perspective of widen their scope of learning. The subjects her school offering are as follows:

Form 4 to Form 6 Curriculumn					
Core Subjects	Chinese, English, Mathematics, Liberal Studies				
1st Elective	Physics	Biology	Economics	Geography	Information and Communication Technology	History
2nd Elective	Chemistry	Combined Science (Chemistry & Biology)	Tourism and Hospitality Studies	Visual Art	Business, Finance and Accounting studies	Chinese History

Questions for discussion:
- What potentials does Choi Ying have?
- Can you tell the ability, interest and personal aspiration of Choi Ying?
- What factors will affect the choices of Choi Ying in choosing what she wants to study in NSS? Discuss also the importance of all these factors.
- If you were the teacher of Choi Ying, do you agree that Choi Yng chooses to study a course in VTC? Why?

例子 3（適合高中年級）

Chun is studying secondary 6. Other than the 4 cores (English Language, Chinese language, Mathematics with an extended module, and Liberal Studies), she takes Chemistry and History as electives. She is interested in art and design and so, despite the fact that her school does not offer Art and Design as an elective, she pays an extra effort to attend an Applied Learning course on Fashion and Design on every Saturday morning. She've got much satisfaction in the preparation of a real fashion show included in the course.

Chun loves drawing since she was a few years old. Like many children from Hong Kong families after the 90s, she as arranged various "extra-curricular" activities by her mother – playing piano, dancing, cultural exposure, and later, more academically-oriented English tuition and Math Olympics training. She didn't understand what is meant by "all-round" development yet she managed to get praises from her parents with her well-above satisfactory performance in and outside school. Frankly, she is thankful for these experiences, of which she gradually develop keen interest in modern art.

When Chan was promoted from S.3 to S.4, she faced some problem in choosing the electives. In her school, with a good track record in public examinations in science-related subjects, her parents, teachers and good friends all suggested her to take 2Xs in science. She chose Physics and Chemistry, and History – she was inspired by her History teacher, who always made learning History more than regurgitation of facts and figures. Chan loves European History most because of its connection with art. That's also the drive behind her determination to drop Physics and took Applied Learning in S.5, though it triggered some disagreement with her parents.

Chan is about to opt her choices in university application. Considering her satisfactory academic performance, she may get a place in a local university. Her immediate problem is what courses she should choose.

Chan herself doesn't have a clear career goal, she aims at a university degree that can secure her living, and support her family financially.

Discussion questions:
1. What factors of influence on Chan's study choices can be identified in her story? What are the differential impacts of these factors?
2. From the experiences in academic and non-academic aspects, what kinds of potential or personality traits does Chan possess?
3. Give 3 suggestions to Chan on direction of exploration she needs to pursue in relation to career planning?

座標 6：事業面面「觀」

在擇業的過程中，學生會受不少背後想法和價值觀所影響，教師宜多鼓勵同學思考自己選擇和不願選擇某些行業的具體原因，譬如讓不考慮低薪或沉悶工作的同學先問一問自己：究竟要有多少薪酬才謂足夠，什麼樣的工作模式會感到沉悶；求職者或會因過於追求高薪酬的個人慾望而忽略了滿足個人需要，如尋求工作中的意義和可發揮自己的機會，工作內容是否有趣很大程度取決於個人工作態度和價值觀。本座標便是協助同學探索擇業過程中的這些想法。

6A：「夢」之旅

目標：
由「夢想職業」為有趣又反映現實的起點，讓同學思考選擇職業**理想背後的個人價值、準則**。

下列為參考例子	
一：滿足生活上一切需要，即衣食住行	十一：令自己和家人豐衣足食
二：讓自己有滿足感/成就感	十二：可得到別人認同
三：有自己的物業和一定的儲蓄	十三：有能力 30 歲前結婚
四：廣闊社交圈子/認識更多朋友	十四：可以獨立生活，有自己的天地
五：讓自己作不同的嘗試	十五：探討和解答對人生的疑問
六：令自己和家人有一個穩定的生活	例子一、十一可分類為生理需要；例子三可分類為安全感；例子四可分類為社交；例子二、十二可分類為自尊感；例子八、十五可分類為自我實現。有些答案包含幾個層次，教師不用強行分類。
七：可得到金錢去享受自己的生活	
八：增廣見聞	
九：探討和解答對人生的疑問	
十：讓自己有較好的生活	

提注意事項醒：

✓ 教師可應用心理學家馬斯洛 Maslow (1970)的人生需要理論，他提出每人都有不同的需求及慾望和由此產生動機，並且認為人的需要是由低層次至高層次，包括：生理需要、安全感的需要、愛與歸屬感的需要、自尊感的需要和最高層次的自我實現需要。當較低層次之需要得到滿足，較高層次的需要才可能達到滿足，而動機是受到不同層次的滿足感所影響；因此請參考馬斯洛的分類，找出學生期望在工作中追求滿足的層次，教師可嘗試讓學生了解在升學與工作過程中期望獲得哪些滿足感。

✓ 如有需要，可以小組形式討論以下題目，讓學生反思自己在工作和學習中所獲得的滿足感，並反思簡中的個人目標和深層需要。
  ☺ 你的個人需要在哪方面得到較大滿足，哪方面較少？
  ☺ 個人需要的分析與你的工作和學習動力有何關係？
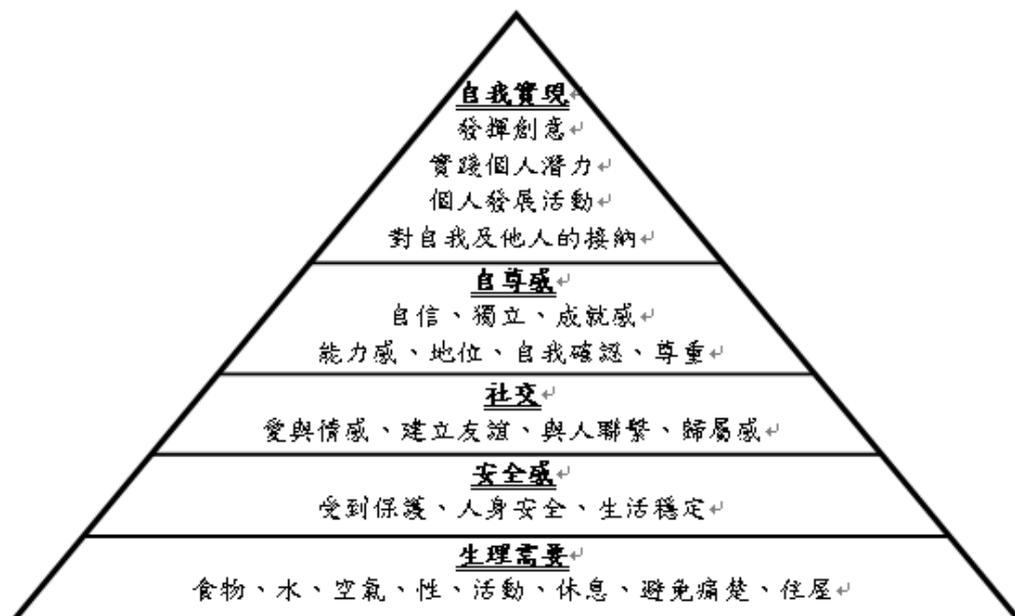
6B：工作的價值#

目標：

幫助學生了解自己的工作價值觀，及分辨出各種價值觀在他們心目中的重要程度，並幫助學生認識自己是怎樣界定這些工作價值觀及明白這些價值觀在他們心目中的定義，幫助他們作出更合適的擇業決定。學生除了解哪些工作價值觀是對自己最重要外，也明白在他們作出擇業決定及事業計劃時，工作價值 觀 是 一個重要的考慮因素。

提醒：

- ✓ 請他們從中選出 10 項他們認為重要的，以「X」作記號。老師可就學生剛才排選時的感受作簡短的討論。
- ✓ 學生各取 5 張小紙條，然後從剛才所選的 10 項價值觀中再選出 5 項最重要的，並續一寫在紙條上。然後老師告訴學生他會拿走其中一項價值觀，並要求他們從 5 項中選出一項他們願意放棄的項目交給老師。
- ✓ 他們作出決定後，老師便要求他們寫出他們是如何界定這價值觀(例：薪金優厚的定義是：「月入$20,000 或以上，每年加薪 10%以上」)。如此類推進行 5 次收回行動。
- ✓ 活動完成後，學生各有 5 項他們認為最重要的工作價值觀，並依優先次序排好，且各有學生所下的定義。

建議討論分享 ：

1. 這活動讓學生有機會思考自己的工作價值觀及他們希望從工作中滿足自己哪些需要。
2. 工作價值觀可分為「外在」(extrinsic) 和「內在」(intrinsic)的。「外在」的價值觀是與工作性質本身沒有關係的，如薪金、工作時間、工作環境等。「內在」的則是與工作性質本身有關的，如有意義的工作、工作性質多樣化、有美感的工作等。
3. 討論問題：
   - ● 甚麼工作價值觀對你最重要？為甚麼？
   - ● 你選出的五項工作價值觀和自己心目中的工作有關係嗎？
   - ● 你的理想工作可否滿足你的需要？
   - ● 你的哪些需要是你的理想工作不能滿足到的？
   - ● e.你認為還有甚麼工作可滿足你的需要？
   - ● f.你所選取的價值觀是「外在」的還是「內在」的？這反映了甚麼？
   - ● g.在你所選擇的工作價值觀中，它們有沒有互相抵觸？

6C：擇業交叉/剔*5

學生將獲得一份職業卡，請他們把所有卡分類為『會選擇』、『不會選擇』及『有點猶豫』三大類。

提醒：
- ✓ 請留意同學有否集中選取某一類別，這反映同學可能未有仔細思考，如有需要，可鼓勵他們重新思索是否需要作出改動。教師請注意同學或會因此而在單元二得到一個不相符的職業性向代碼，影響之後的討論。
- ✓ 如發現同學偏向選取太多「會選擇」，反映同學可能無明確方向，或過於把工作選擇簡單化。
- ✓ 如發現同學偏向選取太多「不會選擇」，反映同學可能信心不足，對工作有點抗拒，或對工作內容有誤解。
- ✓ 如發現同學偏向選取太多「有點猶豫」，反映同學可能信心不足，或對工作內容不理解。
- ✓ 同學多未能掌握各職業的分別，活動可按同學的情況先作職業介紹；教師也可讓組員對職業性質作出個人演繹，目的為引發他們對價值觀的思考。

6D：「選」與「不選」？*

提醒：
- ✓ 先取出『不會選擇』的一組，列出您不選擇的具體原因，如：『需要面對很多人』、『工作模式單調和重複』或『社會地位低』，部分原因或會重複，<u>最好以小組形式進行，教師或可以訪問的形式，增加互動和趣味，但要避免他們過份互相影響。</u>
- ✓ 注意：原因必須具體，請把較含糊的原因如：『沒有興趣』或『沒有相關能力』加以說明，並列出沒有哪方面的興趣或能力。

『不會選擇』的原因舉例：

下列為參考例子	
一：工作性質沈悶	十一：晉升機會少/無得升
二：無私穩	十二：無發揮機會
三：工作時間不固定	十三：太危險
四：收入不穩定	十四：太專門/出路少/難轉行
五：需高學歷/太專業	十五：太大壓力
六：不感興趣	十六：入職要求太高
七：社會地位低	十七：難結交異性
八：工作時間長(無自由)	十八：害怕面對群眾
九：人際關係複雜	十九：怕污糟/環境不潔
十：沒有足夠能力	二十：找不到快錢

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5 有「＊」記號之活動或內容取材及修改自崔日雄(2007)《事業探索輔導手冊》。香港理工大學應用社會科學系學生輔導網絡出版。

『會選擇』的原因舉例：

下列為參考例子	
一：良好收入/薪金	十一：固定工作時間
二：工作性質穩定	十二：良好的工作環境
三：良好晉升機會	十三：工作有意義
四：感興趣	十四：喜歡對人的工作
五：學歷要求/需求不太高	十五：相關的就業市場好/需人才
六：與人溝通的需要較少	十六：工作變化大/多元化
七：社會地位低	十七：可以結交異性
八：工作時間自由	十八：可以找快錢
九：工作氣氛輕鬆	十九：因為我的選擇不多，唯有揀埋
十：選修的科目與工作性質相關	二十：工作不需要有創意

提醒：
✓ 在兩個活動中，若同學寫的原因不夠具體如：不感興趣/感興趣、有/沒有足夠能力、工作時間自由、氣氛輕鬆、工作有意義和良好的工作環境等，教師需要求同學加以陳述如：欠缺領導/電腦應用/溝通/編寫/分析力等，並鼓勵他們描述內容。
✓ 有部份答案是需要教師加以演繹的，如工作性質沈悶，教師可引導同學思考沈悶對不同的人有著不同的意義，有些人認為教師每年的工作內容相若，感到非常沈悶，然而有些人則認為教師每年面對不同的學生，有著不同的挑戰，因此是一份甚具意義及挑戰性的工作。
✓ 教師可示範如何協助同學把「會選擇」和「不會選擇」的原因具體化。
✓ 如發現同學寫的原因當中有不正確資訊或不切實際的期望，不用急於澄清，因為此單元主要探討擇業價值觀，資訊可稍後補充和澄清。
✓ 如提出的原因不合法或違反道德，不用急於加以批判，以免窒礙討論，教師應自行記下，於單元三或日後再作跟進。
✓ 如當中反映一些自我形象和負面情緒，可引導同學分享內心需要和渴望。
✓ 教師可以大班分享或訪問的形式，增加互動和趣味。

6E：初遇 RIASEC*

總結及紀錄前兩活動的結果。

6F：探索 RIASEC*

本活動主要借助荷倫 Holland(1997) 的性格類別與工作環境匹配論，該理論強調職業選擇就是人格特質的表現，他嘗試以人格類型與職業環境類型的匹配來說明個人的職業選擇與適應，他認為職業抉擇是受個人的經驗累積及其人格特質而決定。

不同類型的人會找不同工作環境，譬如：藝術型的人會找需要有創造力，強調個人風格的工作環境來發揮自己的能力，因為這種環境才能提供所需的實現機會，理想地，每個人也是追求這種互相配合和諧一致(Congruent)的工作狀況。同類的職業會吸引類近人格特質的人，換言之，同一職業的從業員應具有相近的人格特質，對工作情境或難題的反應也會相似。

荷倫 Holland 把人格類型及職業環境分為六類：實用型(Realistic)、探究型

（Investigative）、藝術型 （Artistic）、社會型 （Social）、企業型（Enterprising）及傳統型
（Conventional）。學生只要按照活動的指示，便會明白箇中理論所帶出的信息。

目標：

協助學生探討得以運用自己的技術、乎合個人興趣、發揮個人能力及反映自己價值觀的工作環境和協助同
學了解自己的能力、興趣和性格。我們相信職業抉擇直接受著個人經驗及其人格特質而影響；即是說人會
尋找可以發揮個人能力和技術，乎合其興趣及反映個人價值觀的職業。因此不同類型的人會找不同的工作
環境，譬如：社交型的人會找需要與人溝通和合作的工作，如公關或社會工作等；藝術型的人會找需要創
作和強調個人風格去表現自我的工作，如時裝設計師或作曲家等。教師可以本單元分析同學的個人特質，
再配對相關職業的特性，並協助同學思考在抉擇時要克服的困難和將面對的矛盾。

提醒：
- ✓ 當考慮選擇職業性向類型時，並非單考慮已圈出評價的數目，要提示學生整體考慮性格、興趣和相關
  能力，以及他們對選擇的主觀意願。
- ✓ 提醒學生或會因計分錯誤而得到一個不相符的職業性向代碼。
- ✓ 將學生以性向類型分類，可鞏固學生思考性格與職業間的連繫，但由於部分學生只重視練習中找出的
  兩種職業性向類型而完全否定其他性向的職業，所以分類有機會限制學生的職業選擇；建議教師教師
  著重討論各性向類型的特質，並與學生的性向比較，而不要過份倚賴量化出來的職業代號。
- ✓ 幾個活動得出的答案出現差異是正常的，因為各活動是從不同的角度去看職業性向類型的選擇：（1）
  從學生的角度，透過檢視自己的性格、興趣和能力作出的選擇；（2）透過熟識自己的同行伙伴作出評
  價；（3）透過同學對職業卡的選擇，反映同學的職業性向類型。通過對自己的主觀看法，以揀選職業
  來反映自己的性格特質和別人對自己的評價，同學可更深層次地了解自己，或許會在過程中認識到自
  己在選擇職業時曾出現的盲點。
- ✓ 教師教師在活動過程中，要協助和促使同學反思自己的意願，檢視自己的性格、興趣、能力和對工作
  性質的認識；通過比較自己和別人的看法，衡量哪些意見較為可取，然後才作出活動 4 的總結。
- ✓ 此活動的重點並不在於找出同學的職業性向類別，而是加強他們對自己的具體認識，若同學在總結職
  業性向時出現猶豫，如遇到相同興趣或多於兩個選擇，教師教師宜集中討論其考慮的背後因素，鼓勵
  過程中的思考，多於找到「答案」。

座標 7：我希望將來......

教師和學生必須對 RIESEC 系統及荷倫分類法（Holland Classification System）有基本的認識，才能順
利的完成以下的部份。
以下是一些荷蘭分類法的基本理論：
- ● 職業選擇的過程和結果，是個人性向的顯露
- ● 興趣測驗等同性向測驗
- ● 職業的刻板印象有重要的心理和社會含意
- ● 同一行業的工作者有共同的性向和成長歷史
- ● 事業發展是一個「人」與「社會環境」互相配對的過程

因此在指導學生時，家長或教師**不應帶有批判或結論的語氣**（RIASEC 是其中一個最常見的例子）。而學
生亦應該明白這是一個能提供更多與他們興趣、性格及活動有關的**額外資訊**，亦有助發掘他們將來進修的
潛在取向，而**非對將來發展的任何預測**。

7A：重訪我的「彩」蜜派對

（下列為參考例子）	（下列為參考例子）

請順序列出你最想做的職業，包括職業卡或曾考慮或夢想過的職業。　　　試檢視這些職業與你的性格、興趣和能力有哪些不配合的地方，最好以小組形式進行。

1.	飛機師	：	不喜歡分析、評估及解決數理問題
2.	文　員	：	厭惡重複性質工作
3.	護　士	：	怕污穢／環境不潔
4.	消防員	：	喜歡表現自我／害怕責任感太大的工作
5.	作　家	：	缺乏創作力／害怕工作收入不穩定

提醒：

✓　此活動是協助學生落實考慮自己的升學及職業選擇，望協助同學找出所選職業和個人特質會否有矛盾的地方，檢視矛盾的程度有多深，看看有沒有根本性的矛盾，如希望當教師卻害怕面對群眾；希望加入紀律部隊卻喜歡表現自我等，從中探討此等特質對個人擇業的影響。

✓　教師教師要鼓勵同學討論為何與個人特質不配合，甚至有矛盾的課程和職業也感興趣的背後因素；探討其矛盾有多大，會否有足夠動力去處理該矛盾。

✓　探討害怕和避免某些活動背後的原因，看看會否有改善的方法。

擴闊個人興趣，制定行動計劃

同學往往因認為自己沒有相關能力而對很多工作卻步，例如有同學認為自己缺乏人際技巧而放棄選擇很多接觸人的行業，然而這些能力是否真的不能改善，還是自己不願意去作出改變呢？事實上，很少個人特質是不能改變，例如：創造力、記憶力和人際技巧都是可以透過訓練如報讀相關課程，多留意別人，通過多聽，多練習來改善；因此不要太早限制自己的興趣，找出提升個人能力的方法，能力感提升了，可供選擇的職業也自然會增多。

本節內容主要協助同學進一步分析自己的興趣能力、個人特質及處境，擴闊個人的選擇，提供一些計劃未來的方向，並作出相應行動計劃。

7A：重訪我的「彩」蜜派對

社會認知事業發展理論的應用

本座標設計主要建基於社會認知事業發展理論(Lent, Hackett & Brown,1999),該理論指出工作表現和成就與個人目標及學習興趣有直接的關係,而目標、興趣及工作動力則受著個人學習經驗、自我效能感及預計成果所影響(如圖示)。換句話說,教師需引導同學總結成功的學習經驗、建立對擇業的正面自我效能感和肯定的預計成果,從而讓同學有效地擴潤個人的職業興趣及建立升學與工作目標;這樣學生便會積極展開提升個人的行動計劃,以致他們有較大機會獲得好表現與成就,從而引出另一次正面的學習經驗,達致提升學習與事業探索的興趣和動機。
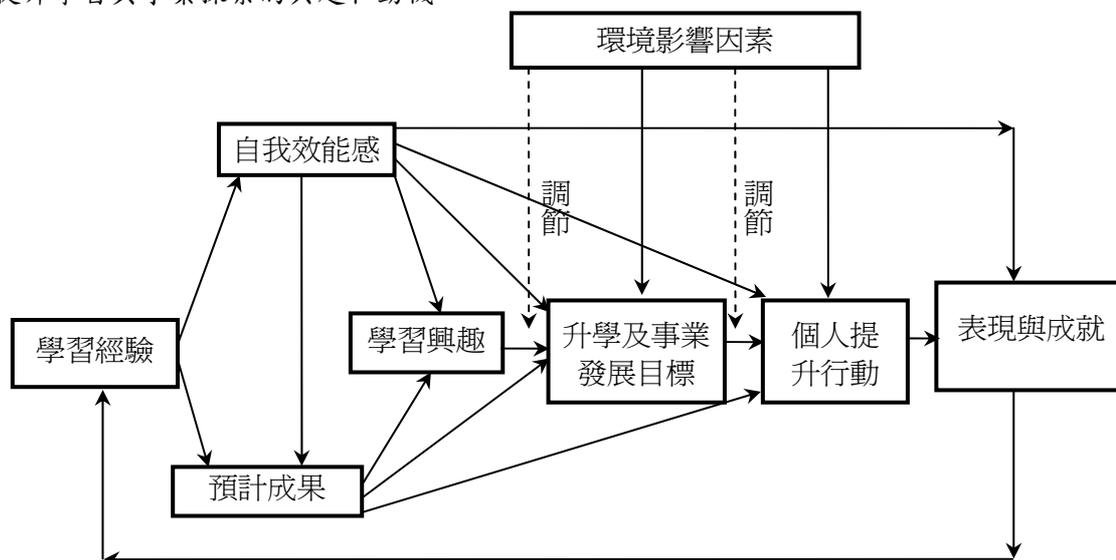
7B:我在學業方面的潛力

「作最佳的準備」,是指你不單注目於個人的主觀想像和意願,還積極搜集、了解、分析,以至主動參與個人目標相關的學科或工作體驗計劃;掌握愈多便愈能作出充份知情的抉擇(informed choice)。「願意付出代價」,是指我們為達成目標和理想而作出的努力,包括提升個人能力、爭取成就等。

目標:
- ✓ 取得一些自己感興趣的課程資料,包括大學主修課程或其他課程(例如文憑証書)的相關資料
- ✓ 根據個人的興趣、技巧和價值觀,來評估某一項課程是否適合自己
- ✓ 認識與所選取的課程有關的就業前景

提醒:
- ✓ 老師首先向學生解釋此練習的目的。
- ✓ 老師向學生介紹一些可獲得就業資料的途徑或設備,例如前往圖書館、搜索相關網頁,以及通過個人聯絡等,來完成此練習。
- ✓ 老師可安排一些正報讀或已完成某一項課程的校友與學生進行交流。
- ✓ 若此練習是以小組形式進行,老師須指導學生分工合作,以完成是項練習。
- ✓ 學生除了要把完成的工作紙交予老師,亦必須把搜集得來的資料與全班同學分享。這可透過不同形式,例如班上匯報,或以比賽的形式展示材料等。
- ✓ 學生應盡量分享他們在搜集資料過程中的一些想法和感想。而老師亦應該藉著學生的分享作進一步正面的鼓勵,並總括說明學生應如何學習評估將來的一些教育和職業的選擇。

7C：我在職業方面的潛力

目標及教學原理與 7B 相似，以下是一些職業探索的例子：

職業一： 酒店經理

	對達成目標有幫助的	阻礙達成目標的
個人（內在）	個人優點（Strengths）：你有甚麼優點可配合這份職業？ 1. 喜歡游說他人 2. 藉工作爭取回報 3. 熱衷參與社交聚會	個人缺點（Weaknesses）：你有甚麼缺點可能阻礙你發展這份職業？ 1. 不擅於自我表達 2. 不懂得依循規則 3. 討厭按程序工作
環境（外在）	機會（Opportunities）：社會上有甚麼機會可助你投身這份職業？ 1. 政府大力發展旅遊業 2. 相關課程的學額增加	隱憂（Threats）：社會上有甚麼隱憂可能阻礙你投身這份職業？ 1. 旅遊景點安全問題的負面消息 2. 隨著行業的發展，相關的人力市場逐漸飽和 3. 鄰近地區的競爭相當大

職業二： 護士

	對達成目標有幫助的	阻礙達成目標的
個人（內在）	個人優點（Strengths）：你有甚麼優點可配合這份職業？ 1. 渴望被認同 2. 喜歡幫助別人 3. 愛按既定指引處事	個人缺點（Weaknesses）：你有甚麼缺點可能阻礙你發展這份職業？ 1. 厭惡研究性質工作 2. 喜歡表現自我 3. 害怕責任感太大的工作
環境（外在）	機會（Opportunities）：社會上有甚麼機會可助你投身這份職業？ 1. 相關學額增加 2. 行業人手短缺 3. 市民的醫療意識提高 4. 愈來愈多不知名的病毒	隱憂（Threats）：社會上有甚麼隱憂可能阻礙你投身這份職業？ 1. 工作的危險性高 2. 工作時間長，休息時間不足 3. 生活圈子窄，難結識異性

教師可以下列重點作總結：
（一） 引導學生建立正面而真實的自我效能感及預計成果。
（二） 發展職業及學習興趣和目標。
（三） 協助他們把目標具體化和化目標為行動。
（四） 發展學術及工作的技能，糾正關乎工作表現的問題或障礙。
（五） 建立學員社交支援網絡。
（六） 發展一個自我觀和工作觀，協助並鼓勵他們有自信和積極進取。
（七） 提醒學生個人能力和興趣，是可以通過努力學習來建立的。

提醒：
✓ 要檢視學生所提出的要求是否與現實情況相乎，如成績未如理想或找不到合適的課程，便建議他們列出應變措施。
✓ 留意同學所提出的計劃是否具體，有沒有完成的指標及客觀評估的方法。

✓ 協助同學訂定短期如半年-1 年、長期如 3-5 年的目標和即時目標。
✓ 衡量學生的計劃是否配合之前提及的個人需要；改善缺點和個人限制的計劃是否有效。

下列為參考例子							
能改善的能力				不能改善的能力			
1	體能	11	處事的手法	1	市場的觸覺	11	無幽默感
2	時間管理技巧	12	社交能力	2	創造力/創意	12	記憶力
3	視力	13	口才	3	精明細心度	13	恆心/決心
4	領導能力	14	工作相關知識	4	自我控制	14	時裝的觸覺
5	文書處理技巧	15	文筆	5	對理科的能力	15	
6	無幽默感	16		6	怕髒的性格	16	
7	語言表達	17		7	音樂的天分	17	
8	群體合作	18		8	聽覺	18	
9	不想讀書	19		9	味覺	19	
10	電腦軟件應用	20		10	體高	20	

| 下列為參考例子			
經討論後認為有可能改善的能力		改善行動方案	
1	無幽默感	1	多看笑話
2	市場的觸覺	2	多留意新聞、雜誌和市場資訊
3	創造力/創意	3	報讀創意課程，增廣見聞
4	精明細心度	4	多留意身邊的事物
5	自我控制	5	報讀 EQ 課程，增強動機
6	對理科的能力	6	改善邏輯思維的訓練
7	音樂的天分	7	報讀相關課程，多聽、多練習

注意事項：
✓ 這個活動的目標，是期望同學理解到大多數「不能改善的能力」都可轉為「能改善的能力」。
✓ 教師教師可邀請同學討論不能改善的原因，如通過訓練和提升動機。
✓ 教師教師可以大班分享、訪問和跨組辯論的形式，討論改善的方法以增加互動和趣味。
✓ 改善的方法可能包括：強調後天的培養、時間和個人努力、建立明確的動機等。
✓ 教師教師可運用例子加以闡釋不夠具體的能力，藉以協助同學找出更多有可能改善的能力；創造力、音樂的天分、幽默感和記憶力等可透過訓練如報讀相關課程來改善；自我控制則可以透過增強動機和控制情緒來改善；至於對理科的能力、邏輯思維及推理能力可透過多練習、多思考和多發問來改善。

生涯主題三：充分知情的選擇—了解高中課程所提供的學習機會

這一站提供了在香港不同的升學、就業機會及訓練予同學參考。座標 8 顯示了高中畢業生的升學階梯，而教育局仍需要為各大專院校的收生及入學條件作規範，因此資料仍有待更新。
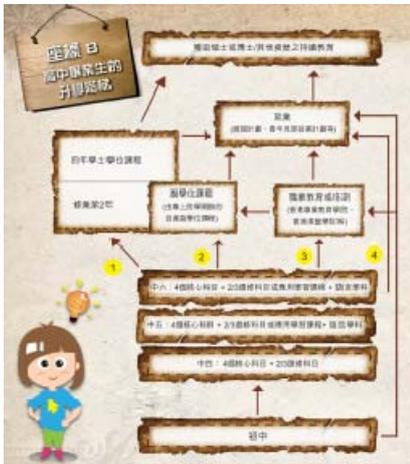
為協助教師、家長和學生多一點了解高中選修科與升讀本地大學的關會，我們整理了最新版本的大學科目要求給大家參考。須聲明大學收生要求仍存在不少變數，輔導老師和同學在用以輔助選科前必須先查證教育局網上最近更新版本。

座標八至十是一些由荷倫代碼分類的大專科目類別，是由眾多教育界專家及前線教師所結合的，有助學生就自己的特徵與將來的升學就業途徑掛勾，對前景有進一步的了解。以下的分類表格能幫助學生了解各課程的內容及特點，在參閱之先請留意以下數點：

- 學生應詢問輔導教師的意見，有關的課程是否適合自己
- 學生應多參考兩至三個類別的分類，而<u>非</u>簡單地與性格類型代碼（以三個英文字母代表）<u>直接配對</u>（舉例：若你的性格類型代碼是 ISA，除了探索 ISA 類別的課程和職業外，也應一併考慮 SIA，以至是 IAS 和 SAI 等類別。）
- 個人特徵只是其中一個作升學或就業抉擇時的參考因素，學生應該考慮自己的事業目標、能力、環境限制（例如經濟能力）才下決定，這個決定應該是經過深思熟慮的。

座標八

座標九

座標十

生涯主題四：編寫我的「生涯地圖」

座標 12：我的生涯地圖

目標：

讓學生總結全書學習經驗，並應用分辨優次、整理資料的能力，完成一個人化而有系統的生涯規劃檔案。

提醒：

✓ 事業探索是由了解各類型事業的不同而開始的。總共有兩種探索事業的方法，分別是透過調查有關資料和親身體驗。積極地投入探索事業的活動能有助學生：

■ 認識你有興趣的工作類別及工作環境

■ 帶領你到完全沒有想像過有興趣的事業

■ 發現更多高中畢業後能接觸的教育及訓練機會，及其收生條件

✓ 生涯規劃檔案就是集合了學生的升學及就業經歷（包括職業興趣評估、工作經驗）和個人在學業及其他學習經歷的成就（包括義工活動及各種課外活動），種種的資料也與你將來的前路息息相關。

✓ 建議給學生多一些時間作充足準備，先仔細回顧中四至中六期間於之前各生涯主題活動的結果，甚至重做生涯主題二認識自我的活動，才動筆整理、總結這個難度甚高的「生涯地圖」。

座標 13：回顧過去、展望將來—我的生涯劇本

目標：

而這一站將會教導學生如何編寫輯 SLP 的第二部份：**個人自述**。要完成這一項以反映學生個人**獨特的一面**的工作，相較於撰寫能力，能透徹地了解自己的興趣、性格、特徵、技能及理想是更具難度和重要的。「生涯劇本」能幫助學生：

■ 有系統地處理自己的資料，因為你曾認真地選擇、思考及反省自己的長處和弱點

■ 計劃將來，因為你選擇了人生的方向和怎樣達成理想

■ 給予別人詳盡的資料，因為你已綜合及整理了其他學習經歷的紀錄

■ 準備回顧過去或將來面試，因為你已透過學習經歷而更認識自己，亦更了解自己發展的方向

提醒：

✓ 提醒學生在撰寫個人自述時，盡量利用座標 12《生涯地圖》的成果。

✓ 細心閱讀 66 至 67 頁有關撰寫個人自述文章的建議。

✓ 教師可考慮與校內有關組織和學科協調和分工，給予學生充份資料、寫作支援、個人輔導，使他們能將「生涯劇本」成果轉化為「學生學習概覽」的內容藍本。

✓ 還有一些給同行伙伴的建議：

◆ 先閱讀學生在全本《生涯地圖》記下的內容和行動計劃，才給予整體的意見。

◆ 嘗試先肯定他們的努力、長處，以至是願意踏出第一步去嘗試面對挑戰的心；

往往，我們在要給予提醒或指出別人不足之處前，先肯定對方的優點，會有更好的結果。

◆ 鼓勵他們以第三者的角度檢視自己的文章，鼓勵他們指出可以寫得更好的地方。

◆ 慶祝成功─能認真寫成一編自述文章，本身已值得鼓掌！

Chapter 3: A Framework of enhancing career related experience for secondary school students in Hong Kong context

1. Introduction

The Hong Kong Association of Careers Masters and Guidance Masters proposed "a framework for enhancing career related experience of secondary school students in the Hong Kong context" as a response to changing social environment and policies, and a service to the development of career guidance in Hong Kong. This paper will outline the background, components, and further development of the framework. It is a first draft for discussion and further improvement.

1.1 The NSS curriculum

It had been criticized that secondary school education in the past was examination-oriented, designed to screen students into higher education. The Education Commission (2000) stated the objectives of senior secondary school education as:

- To enable students to have a balanced and comprehensive learning experience in the academic, vocational, organizational, social service as well as the arts and sports domains to prepare them for employment, for learning and for life;
- To provide students with a diversity of options so that they can understand their abilities and aptitudes better to plan for employment and learning in their future life; and
- To nurture in students a longing for learning, independent and critical thinking, creativity, a commitment to their families, their society and their country, as well as a global outlook." (p.32)

Obviously, emphasis will be put on the vocational development and career planning of students under the new senior secondary school system. In the New Senior Secondary (NSS) curriculum, there will be four core subjects of Chinese Language, English Language, Mathematics and Liberal Studies; 2 to 3 electives including Applied Learning courses; as well as Other Learning Experiences including Moral and Civic Education, Community Services, Aesthetic Development and Physical Development and Career-related Experiences. Therefore, it brings a new opportunity to rethink and strengthen career education and guidance in the secondary school setting.

1.2 Proposing "A framework to enhance Career Related Experiences"

In NSS, career development will be made an integral part of the curriculum. In other words, career development and gaining career-related experience will be an essential component of the curriculum for every student to go through. Career development will also form essential part of the total experience in secondary schooling. It moves from a supportive and remedial service to a more central role.

To further enhance the career-related experiences of secondary students, we suggest a further development on the existing the comprehensive career guidance services in the secondary school setting. We opine that piecemeal measures cannot effectively further enhance career development for all students. Therefore, we draw on:
- Our experience and expertise over the years in career practices and working with students.
- Relevant research work in comprehensive guidance and career counselling

The comprehensive guidance framework of Gysbers (2000) shed much light on the provision of career guidance in Hong Kong. He explained,

"*A comprehensive guidance program consists of three elements: content, organizational framework and resources (Gysbers & Henderson, 2000). The content element identifies competencies considered important for students to master as a result of participation in a comprehensive guidance program. The organization framework consists of three structural components (definition, rationale and assumptions), and the four program components (guidance curriculum, individual planning responsive services and system support. These resource elements consist of the personnel, financial, and political resources required to fully implement the program.*" (p.7)

Zunker (2007) commented on the value of the model in application to different settings,

"*The value of this model is its comprehensive nature and involvement of school professionals, selected members of the community, and parents. The program's flexibility allows for local development of needs. Another advantage is the evaluation of student outcomes, professional effectiveness and program designs. The program is driven by a life-career theme.*"

This is a comprehensive program giving broad guidelines to enhance career services to secondary school students. At present, the structural provisions and resources are already in place in secondary schools with comprehensive career guidance service rendered by the career team, guidance teachers, school social workers, teachers and the whole school. While there is certainly room to study and improve on these provisions, we would like to focus in this paper on the program content of career guidance in this project to meet the needs of implementing the NSS curriculum.

1.3 Objectives of this paper

A major objective of the project undertaken by the HKACMGM is to formulate an exemplary framework to enhance career-related experiences in the secondary school setting as follows:

To formulate an examplary framework of career-related experiences （事業相關學習歷程架構） *for senior secondary level, with components meeting the needs of students with respect to career development and maturity required by the local NSS. The career curriculum would include a framework of career education/guidance, suggest activities and programs that career teachers may select in accordance with the specific needs of their students, and suggestions of how career teachers can assist and coach students in formulation of Individual Student Profile.*

In sum, in formulating the framework, we have the following consideration:
- to prepare students for the changing needs and requirement of the workplace
- to include career development of students as an integral part of the New Senior Secondary curriculum
- to adopt a comprehensive guidance approach to integrate the concerted efforts of students, school, parents, government and the society
- to build on existing system of career guidance in school setting

With reference to Gysbers' framework, we understand that *a career guidance curriculum needs to be developed*, which will be delivered flexibly in and out of classroom. **Students are encouraged to set up their own individual career plan.** Moreover, teachers, social workers and other personnel should be equipped to play an active role in helping individuals with career planning, rather than just passive information givers. As a result, we proposed a framework with the following key components:

- Formulating a career guidance curriculum
- Linking academic subjects with career prospects
- Organizing in-school career functions and mass activities

- Facilitating work experience outside school
- Enabling individual student planning

The framework is not a rigid, mandatory system working like a "check-list". It *outlines broad directions for development of career guidance in secondary school*. *Educators can plan and select essential components from the framework for implementation, with the scope and intensity of intervention aligned with professional development of teachers, assessed needs of students, and resources available.* It also recognizes and builds on the valuable prior work and contributions by career teachers. The framework will help career teachers to face the challenges ahead and pursue professional development. Last but not the least, this paper is a summary of trends, directions and suggestions; it is still work-in-progress and further feedback, discussions and comments are very welcome.

The Framework is outlined in the following page, in Figure 3.1.

Figure 3.1 An Exemplary Framework of Enhancing Career-related Experience for Secondary School Students

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DIMENSIONS OF INTERVENTION	S.1-3	S.4	S.5	S.6
Guidance and Counselling for individuals	Career Guidance and Counselling for individual students			
Enabling Individual Student Planning		Reflective construction of Student Learning Profile		
	Initial NSS Study Plan	Revision of NSS Study Plan	Education and career interests research paper	Completion of Individual Student Planning
	Academic aptitude assessments	● Personality and traits tests	**Career tests** ● career interests, career plan, career values	● Assessment of transferable skills
Facilitating Learning Experiences about Work			Job Shadowing and Work Experience Scheme	
		Professional/Business Partnership Program		
		Mentorship Program jointly organized with NGOs, alumni association and PTA		
		Applied Learning Taster Programs	Applied Learning Courses	
	Career visits			
Organizing school-wide Career Guidance Activities				Mock job searching activities and interview workshops for job search and university admission
			Guidance programs on university admission and course selection	
			University Taster Programs or Camps	
	Guidance programs on further studies, and subject choices	Guidance programs on revision of NSS study plan	Visiting local universities	
Linking study opportunities and career choices	Connection of subjects and occupational choices	Education and Career opportunities of individual subjects		
Formulating A Career Guidance Curriculum	Integrated Life Education Curriculum (meaning of work, understanding self, career projects or interviews)	Career and Life Skills Curriculum (Educational planning, career research paper, understanding self)	Career and Life Skills Curriculum (Educational and vocational goals setting, understanding of the world of work, e.g. trends of local economy, work ethics)	Career and Life Skills Curriculum (Educational and vocational goal setting, career planning, job search skills, understanding self, understanding of the world of work)
		Assessment of students' needs with group assessment instruments		

DIMENSIONS OF INTERVENTION

STUDY LEVELS

2   Formulating A Career Guidance Curriculum

2.1 Explanation

To enhance career development of students in the secondary school, a career guidance curriculum needs to be developed. Gysbers outlined the characteristics of a guidance curriculum as,

> "the guidance curriculum components contain structured activities that provide all students with opportunities to master life skill competencies drawn from content element of the program. In order for this to happen, guidance people are involved in teaching, team teaching, or serving as resources to others who teach the guidance curriculum. The guidance curriculum typically consists of life skills competencies and structured activities presented systematically through such strategies as classroom activities (and school wide activities)." (p.9)

Law (1996) also commented,

> "Much of what educational institutions have to offer is transmitted through their curriculum: in such organizations, importance of careers work is measured by its relation to the wider curriculum. A lot depends upon the balance between two cohabiting cultures: of standards, and of relevance." (p. 212)

To teach career development in a formal course, one has to integrate the content into formal academic curriculum and conform to academic standards and requirements. On the other hand, from the guidance point of view, we have to make it relevant to the career development of individual students, using flexible delivery methods to process to suit different individuals.

That is why Niles & Harries-Bowlsbey (2005) commented that in promoting career education in school setting we should enhance career development through different types of educational strategies, including academic curriculum, work experience and career planning courses. In the next section, we shall go on to discuss the content and delivery in Hong Kong context.

2.2 Analysis

In the United Kingdom, the content of the career guidance curriculum has been characterised by the DOTS analysis (Law and Watts, 1977; CSU/ NICEC (2002)), namely, Opportunity awareness, Self awareness, Decision learning and Transition learning. Knowledge and concepts from various disciplines like economics, psychology, sociology and literature related to vocational education can be organized into the framework.

Zunker (2007) quoted The National Career Development Guidelines: Competencies and indicators for High School Students:

(i) Self Knowledge
- Understanding the influence of a positive self concept
- Skills to interact positively with others
- Understanding the impact of growth and development

(ii) Educational and Occupational Exploration
- Understanding the relation between educational achievement and career planning
- Understanding between the need for positive attitudes towards work and learning
- Skills to locate, evaluate and interpret career information
- Skills to prepare to seek, obtain, maintain and change jobs
- Understanding how societal needs and functions influence the nature and structure of work

(iii) Career Planning
- Skills to make decisions
- Understand the interrelationship of life roles
- Understand the continuous changes in male/ female roles
- Skills in career planning

Locally, Yuen, Lau, Leung, Shea, Chan, Hui, and Gysbers (2004) proposed a life skill curriculum for senior high school students, covering academic, career and personal-social areas. In the area of career development, they included competencies in career planning, gender issues in career, vocational training selection, job hunting preparation, job hunting and career goal setting.

In designing the career guidance curriculum in Hong Kong context, we understand that from career development point of view, we have to cover elements about self understanding, education and career opportunities and a certain level of planning and preparation. It has to fit into formal class teaching in different years of study in senior secondary schools, while also applicable to flexible guidance modes for individuals and small groups.

2.4 Recommendations
In junior forms (secondary 1 – 3), it is recommended that guidance work be focused on self-exploration and grasp a brief idea about the workplace. Introductory exercises of the world of work will be provided to students as well as activities that promote exploration of career interest, values, and skills.

Then the spotlight is shifted from the student self to the world of work and guidance work is based more on individual than group work in senior forms. At secondary 4 students will be advised mainly on individual choice of educational and career planning. It is necessary for students to plan for their future at this stage because subject choice is needed to be made. Career and education pathways will be shown to students at this level. At the same time further exploration of student interest in work can be identified with the work on career interest inventories. Students are guided in interpreting assessment outcomes and supported in making future plans. At secondary 5 the guidance curriculum will place more emphasis on the actual job market. Students will be able to get a taste of university life and the workplace by paying visits to organisations and universities. Students are expected to have clear vision and goal about career at this stage. At the final year of secondary studies, work skills and knowledge with be spotlighted of guidance work. Further career planning and goal setting and education of the actual work skills such as job searching skills and work ethics are taught by mock job searching activities and other career-related activities. Samples of career-focused activities are available in part 3 Career-related Experience and part 4 Guidance Programs. A degree of self exploration is brought back to the curriculum at this stage in understanding life roles of students.

3. Linking academic subjects and career prospect

3.1 Explanation

In Hong Kong, work and education have been quite disjointed over the years. The goal of secondary education is to increase competitiveness of students in public exams in order to squeeze in the limited university quotas. The system shaped beliefs of students and parents to focus more on exams than knowledge, skills and moral education. Students do not receive much information about what career is available to their subject until the end of university education.

Therefore, we propose to study on the resources and strategies to help students to link academic subject choice and their future career prospects.

3.2   Analysis

Then it comes to the question: what criteria do students use in choosing subject and university courses? Unless substantial assistance is provided in the earlier stage of the education ladder, it is likely that subject choice is based on environmental pressure, knowledge in career sectors, availability of positions, socioeconomic status, and self-efficacy related to subjects.

Environmental pressure includes peer pressure, parents' perception to careers, and socioeconomic status of students and their family. It is claimed that environmental pressure is higher in Hong Kong which is inclined to be a collectivistic society (Leung 2002). This means that career preference of the significant others of the students such as parents is valued higher among Hong Kong students in making decisions of areas of study.

Some students may have additional knowledge and experiences about certain job sectors. The source of such knowledge could be from observation of parent work, family business, or extra-curricular activities that relates to the certain job sector. This can be advantageous for those students because career concepts are brought into their life. Obtaining more knowledge in various job sectors has significant effect on making the 'right' choice in university courses and career (Lent, Nota, Soresi, & Ferrari, 2007).

Availability of positions in the job market also holds a key value in career choice. This can be explained by supply-demand relationship. The demand of labour in different sectors varies in terms of years. The job market in the year of 2006 demands a great number of labourers in the tertiary service sector including the financial and business service field (22.3%) and the trades and hospitality field (24.9%) (Hong Kong Census and Statistics Department, 2008). Students are the supply of labour in the near future, and the student choice of areas of expertise is greatly influenced by the demand in the current job market due to the fear of unemployment and the desire of secure employment. For this reason, trends of current 'hot' jobs have an effect on course choice of students.

Another determinant of course decision is self-efficacy related to subjects. According to the social cognitive career theory, students tend to develop interests in activities and subject areas at which they feel efficacious and expect to obtain positive outcomes (Lent, Brown, & Hackett, 1994). Later study by Lent et al. (2007) revisited the theory and suggested that self-efficacy beliefs and outcome expectations are predictors of career and course choice.

Providing sufficient information of graduate opportunities and course details have an effect on course choice of students. Both favourable and unfavourable aspects of job were presented to students with the intent of ensuring that those who accept an offer obtain accurate and realistic expectations. The effect of such information presentation reduced initial job expectations and the number of job offers that are accepted by applicants.

The flexibility and availability of subject choices is closely related to academic results. The Hong Kong examination system places strong emphasis on public examination and academic achievement (Leung, 2002). This system is successful in distinguishing academically high-achievers, and to provide sufficient resources and opportunities for them. Students with better exam performance enjoy greater flexibility in subject choice. On the other hand students with lower academic achievement fill up the vacancies. These students compete for limited resources, being stigmatized as low-achievers, quit school, or leave confused during their rest of the school life.

3.3   Recommendations

Lent et al. (2007) highlighted that the lack of career information is the main source of educational-career indecision. In the case of Hong Kong, career education is administered by a glance of the surface of careers but few achieved to provide in-depth realistic insight of the world of work. Provision of practical information about choice options has been found to be a critical ingredient of decision-making interventions. It is worthwhile to supply sufficient information to students in order to enhance smooth transition from secondary studies to further studies and career.

There are many ways to guide students on transitions on further studies and career. Within the curriculum, group guidance programs, information presentation in lesson, and career-related activities provide certain knowledge about their advancement options to students. Other than formal career and course choice education in the classroom, it is suggested that career education to be carried out in wider range of activities. For example, during career visits and field trips it is beneficial for the guide to introduce career concepts such as entry requirements, main tasks of the work, and most importantly how it is linked to the education system. Collaborative teaching between university faculties and secondary schools may widen horizon of students with respect to career opportunities opened up for different professions.

4.   Organizing career guidance activities focusing on study paths
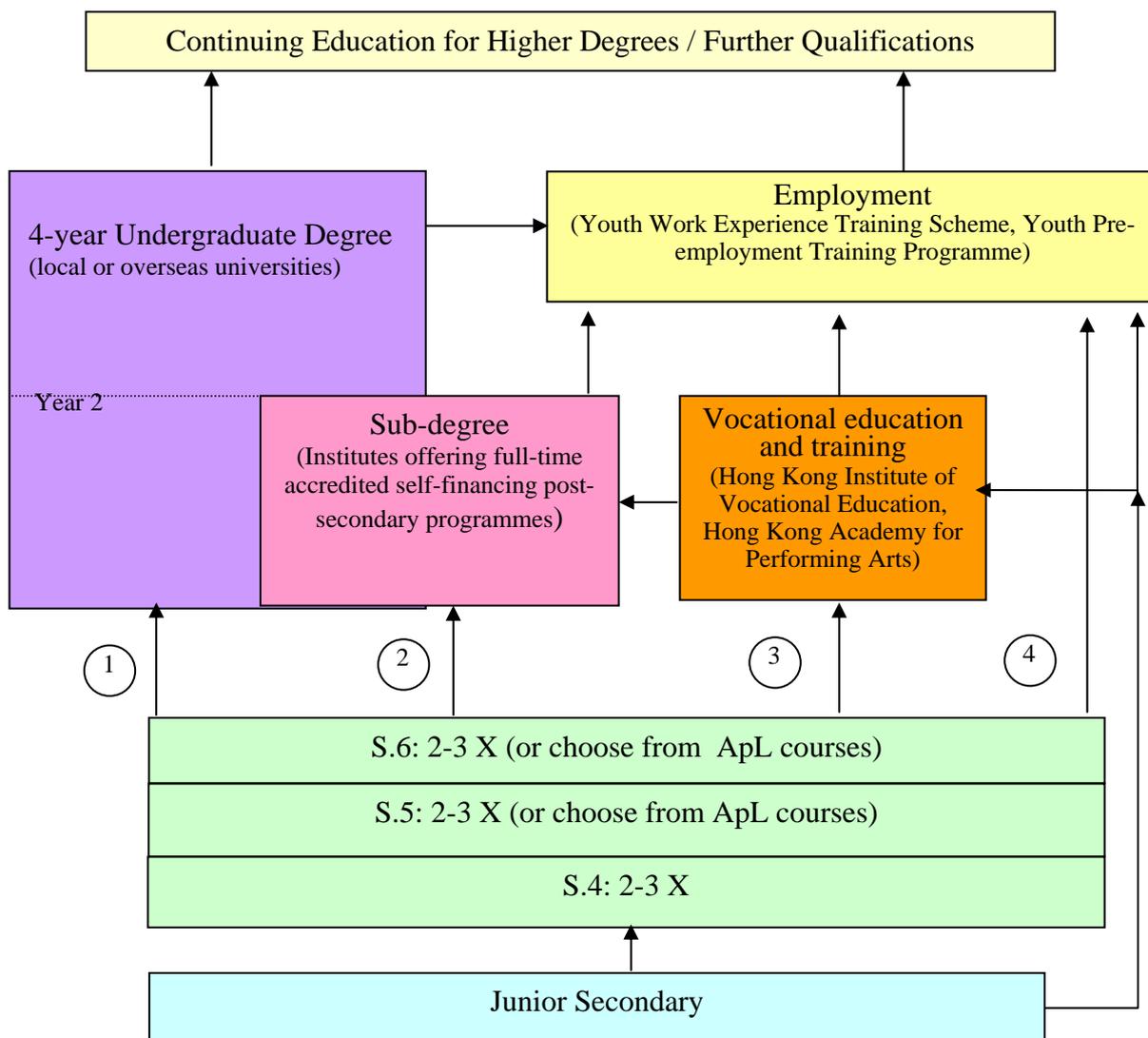
4.1 Explanation

The major decisions that students need to come across during their early stage of life is to decide on their paths of academic advancement. There are moments that students need to make such decision. The first critical decision is to be made at secondary 3 and the second at secondary six, before they complete their secondary education. These decisions raised the importance of guidance activities. It is noteworthy that the ability and confidence to make these critical decisions will not come all at a sudden – *career maturity progressively develops across time, with the stimulation of a diversified array of intervention programs or activities.* The purpose of school-based career guidance activities programs is to assist students to make informed decision of academic advancement and connect study with future work.

4.2 Analysis

It is a belief of many students, parents and teachers that getting into a university course is the goal of secondary education. The reason behind this phenomenon is due to the competitive nature of the local education system. Described by Leung (1999), 'the layers of schooling in Hong Kong resemble a pyramid structure. As a result of keen competition, students, parents and teachers are more interested in guidance programs for academic advancement than career-related experiences.

It is expected that with the enactment of NSS, a newly derived roadmap of progression paths will be drafted. Figure 4.1 shows a tentative one.

Figure 4.1: Progression Path for Senior Secondary Graduates

Continuing Education for Higher Degrees / Further Qualifications

4-year Undergraduate Degree
(local or overseas universities)

Year 2

Employment
(Youth Work Experience Training Scheme, Youth Pre-employment Training Programme)

Sub-degree
(Institutes offering full-time accredited self-financing post-secondary programmes)

Vocational education and training
(Hong Kong Institute of Vocational Education, Hong Kong Academy for Performing Arts)

① ② ③ ④

S.6: 2-3 X (or choose from ApL courses)
S.5: 2-3 X (or choose from ApL courses)
S.4: 2-3 X

Junior Secondary

Admission requirements of various progression paths:

(1)	**Admission requirements of degree courses offered by local universities** For general admission requirements, please visit http://www.edb.gov.hk/FileManager/EN/Content_4745/summary%20of%20general%20entrance%20requirements.pdf **For specific subject requirements of different faculties/departments, please visit** http://www.edb.gov.hk/FileManager/EN/Content_6440/university_entrance_requirements_eng_080218.pdf
(2) (3) (4)	**Admissions requirements of sub-degree courses, vocational education and training, pre-employment training to be confirmed.**

Guidance programs are not only provided in school, but also provided by university and the community. Many universities carry out joint school programs to introduce university life to senior secondary students. The Labour Department also provides information on career opportunities and career guidance. However, our focus now is on guidance programs provided within the school career guidance curriculum. In this light, the following activities are highlighted:

4.2.1 Mock job searching activities and interview workshops for job search and university admission

Mock job searching activities and interview workshops intend to guide students to train practical job search skills. Not very related to the conservative secondary curriculum, yet these skills are useful in their future career and

academic advancement. The interviews that students would commonly encounter are senior secondary intake interviews, university admission interviews and employment interviews when the students begin their career. Most of these interviews are important and may have an effect on later life of the students. For this reason, preparation for professional interview manners is necessary in secondary school life. The idea of interviewing is to let employers and admission officers know about the characteristics of each interviewee. Appendix 1 shows an example of the interview program.

4.2.2 Guidance programs on university admission and course selection

Guidance of students to further studies is namely the traditional role of guidance teachers. It is suggested that guidance does not solely focus on information dissemination of local universities, but to take care of the actual needs of students.

Two disciplines of career guidance need to be covered. One aspect of guidance program is the introduction to the academic system and available options. It is necessary to inform them about the 'rule of the game', which includes what the students need to do in order to get into the education he wanted, as well as clear explanation of advancement step that the students need to get through. Furthermore, introducing to students the wider systems of academic advancement such as sub-degree options and overseas options is needed.

The second discipline of guidance program is on course selection. It is to guide students to make decisions on university and course selection according to their interest, ability and availability. In Hong Kong, students enjoy freedom on decision of education and their own career. However, according to Leung (2002), career choice of students is restricted by social and environmental barriers and career choice is less flexible than that in the western culture. Example of such barriers would be future employability and parent expectations. It is essential for career guidance teachers to identify barrier that students may come across in making career choices.

4.2.3 University taster programs or camps

Many local universities set up university taster programs by coordinating with secondary schools to enrich secondary school learning experience. The main focus of these programs is to equip students with thinking skills and problem solving skills. Active participation in taster program activities of students and sometimes teachers is required in these programs. Most of the university taster programs are designed to be interesting and innovative to attract student participation.

Some universities focus on development of skills in a specific area of students. Science programs such as the Summer Science Institute organised by the Hong Kong University Faculty of Science, A Science Enrichment Program for Secondary 3-4 Students by Chinese University of Hong Kong and the scientific workshops of City University of Hong Kong (Chung, 2007) aim to introduce scientific methods to secondary school science students by performing hands-on activities. The four main objectives of the scientific program are to explore potential of students, to enrich their scientific knowledge, to enhance communication skills in science, and to inspire interest of students in science.

Another hands-on program named Program-Based Learning (HKU, 2005) provided training opportunities for secondary students and teachers. The participants stay in a field camp for a few days and teachers were required to lead students to solve problems by collaboration and skill-based learning.

4.2.4 Visiting local universities

The purpose of university visit is to facilitate careers teachers to collect first-hand information of the universities, such as its admission criteria, strengths and future opportunities of graduates. There are two ways to visit a university. One is to book a university tour and the other is to visit during the open day. University tours are usually tailor-made for senior form students who are interested in a particular discipline. In this sense private tours provide more in-depth and specific information about the interested discipline (CityUTeens, 2007). University open days are held mostly once a year. Talks, games, and tours about university facilities are available during open days. It is a valuable experience for students to visit a university.

4.3   Recommendations

Due to environmental and social constraints, career and education options in Hong Kong are less flexible as in other cultures. For this reason it is important for teachers to guide students by letting them realize such constraints, and to come up with solutions in a student-centred basis. Guidance programs should not only to benefit high-achievers (in Hong Kong, however, many educators still insist that career guidance should work like vocational guidance, and thus ONLY students who are not going to universities should be given resources and guidance!) and school leavers, but to focus on providing guidance service to a larger proportion of students. It is highly recommended that guidance programs be provided in an earlier stage so that students would have sufficient time to plan for their career. Finally, it is suggested that guidance programs be carried out on a whole school basis with the integration of different parts in the career guidance curriculum.

Career guidance activities related to further studies is an area in which career teachers have rich experience and expertise. Currently the Education Bureau commissions a 100-hour certificate course on career guidance to one or two tertiary institutions, which provide relatively intensive and comprehensive professional training to career teachers. Self-financed programs are also available from universities. The Hong Kong Association of Career Masters and Guidance Masters will continue to offer professional development and support needed by organizing short courses, seminars and workshops.

5.   Facilitating experienced-based learning about work

   5.1 Explanation

Herbert and Rothwell (2005) defined work related learning as

> "The active acquisition of a range of quality skills and experiences from paid or unpaid employment that will complement a programme of academic study so as to increase the student's sense of work readiness and long-term employability." (p. 13)

Watts further pinpointed that experience-based learning can occur without employment. He (1996) defined experience-based learning about work as

> "Forms of such learning conventionally include work experience, work visits, work shadowing, and work simulation. All involve direct and personal contact with some mix of work roles, work tasks, work processes, and work environment." (p. 233)

In Hong Kong, the Curriculum Development Council (2002) explained that career related experiences are broadly included into four main types: actual work experience, guided work experience, outside-school career-related experience, and career-related experience within school. While a wide variety of experience and learning are included here, the focus should be helping students to learn from such experiences. In other words, the key should not be only on the provision of career-related experiences, but on facilitating student leaning in the process.

   5.2 Analysis

Career-related experience (CRE) is an important component of secondary school education as it provides valuable experience and knowledge about the world of work that students are advancing to. The aim of CRE is to equip students with the skills related to work by volunteering or temporarily working in an organisation, thus providing students with better adjustment of the identity change from student to employee.

The three critical elements of CRE programs are to increase student perceptions on the world of work, to understand and follow work ethics, and to acquire knowledge related to employability. For work ethics, the student will need to learn central values about work, including responsibility to oneself, responsibility to the organisation, respect, and determination. To increase employability, student is required to uncover their potential in order to acquire the skills and knowledge needed for the targeted field of work (Curriculum Development Council, 2005).

Traditionally, career guidance in Hong Kong schools is viewed by practitioners as 'carried out too early in secondary school' and 'not academic', thus the idea of career-related experience was often overlooked in the past. This created a vicious cycle: students are educated to ignore the application of knowledge and skills to their life and to the world of work. Most students end up with confusion and many have not acquired the skills needed to begin their career (Yip, 2004).

In recent years educators have begun the work of integrating CRE in the Hong Kong secondary school curriculum. In the Basic Education curriculum Guide 2002, CRE programs are described as joint programs organised by school, industrial and commercial organisations. CRE is composed of in-school and outside-school activities (EDB, 2002). Yet, a research in 2004 shows that only 42% of school principals proclaimed they will provide CRE to their students (Yip, 2004). This shocking result indicated an urgent need for more promotion in CRE in the society.

5.2.1   Types of Career-related experiences

Career-related experiences can be divided into four main types: actual work experience, guided work experience, outside-school career-related experience, and career-related experience within school. Categories of CRE experiences can be organized into a pyramid format (Curriculum Development Council, 2005) (see figure 5.1)

Figure 5.1 CRE Pyramid
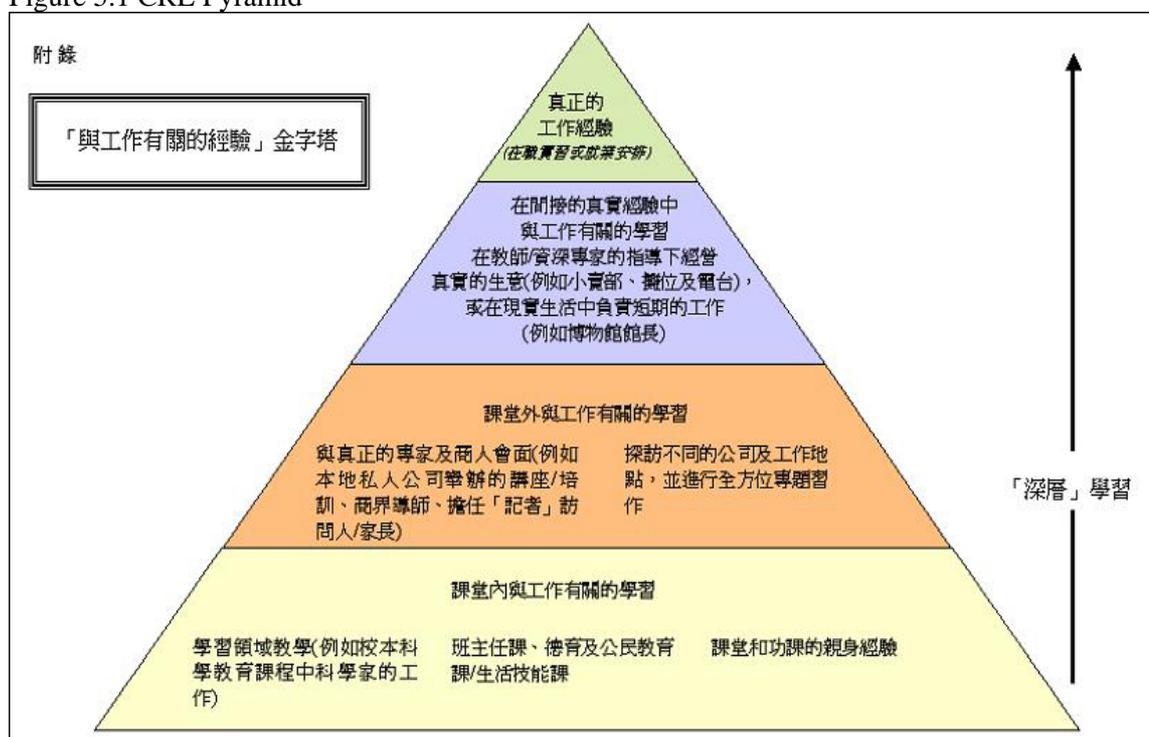
Source: Curriculum Development Council, 2005

Higher in the pyramid represents more commitment of students who are able to learn more specific knowledge about work. In other words, students are closer to the real life work situation. Lower rank in the pyramid indicates more general learning of the workplace. Although higher rank activities provide 'deeper' learning, not many of the students can benefit from it. Students are selected by teachers and employers through detailed selection process in order to offer them to the position. On the other hand, for lower rank activities it is held within school thus it covers most students.

Actual work experience is on the top rank of the CRE pyramid. It includes internship programs and part-time work which provides real life experience for students. Recent CRE programs mainly offer positions for students in social service agencies, public libraries, youth centres, hospitals, law firms, and business firms.

Ranked the second from the top are indirect CRE experiences. Different from actual work experiences, in indirect CRE programs students are directed by tutors and organizers. It includes the active participation of students in job

shadowing, volunteer experiences, mentorship programs, taster programs, and workshops. Activities include running a business or performing actual work tasks with assistances. The advantages of these programs are to allow guides to provide a role model for students, and students are able to learn in a standardized and supported environment.

The third rank of CRE program is extra-curricular career-related learning. It includes workshops, workplace visits, and activities include interviewing experts in different work sectors. Activities which last for shorter periods, such as a few hours or half day, mostly fall in this category. These are quantitative learning programs which target a broader group of students.

At the bottom of the pyramid is career-related learning curriculum. It covers the largest proportion of secondary students. These activities include general studies lessons, talks, and seminars. Activities in this curriculum do not necessarily require students to carry out 'tasks' but to receive career-related information in school. These activities have been criticized by being too general and experiences provided to students are 'unreal'. Yet, the activities give their value by introducing the basic knowledge about CRE and career planning to the school and to encourage students with lower motivation to participate in other CRE experiences.

5.2.2   Students in Experience-based Learning about Work
The focal point of such learning experience is students. The experience should be provided to students and for students. It is empirically and research-proven that work experience accelerates the student learning progress and broadens their view. According to Yip (2004), through career-related activities, students are able to:

- Obtain a broader knowledge of the industry
- Develop positive work attitude
- Enhance personal development including self-discipline, communication skills, and presentation of self
- Examine theory through practice
- Obtain a reference more likely to attract potential employers than other activities

Skills required for students to increase employability can be equipped through active participation in CRE programs. Table 5.1 is a summary of skills.

Table 5.1   Skills needed for higher employability

Take initiative and be assertive	Be Confident
Good interview skills	Negotiation skills
Flexibility and willingness	Ask questions when appropriate
Working well in a team	Time management skills
Be Honest	Good presentation of self
Develop interest in job tasks	Work attitude: work hard and smart
Have a 'can do' attitude	Work well with different types of people

Source: Curriculum Development Council, 2004

5.2.3   Teachers in Experience-based Learning about Work
Teachers hold a critical role in CRE programs. They work as a medium between students, employers, institutes, community organisations and other school personnel (Li, 2007). The success of a work experience program depends on the network, negotiation and organization skills, and vision of career teachers.

Career teachers are strongly encouraged to develop themselves to be good facilitators of experience-based learning about work. To do this, they have to equip themselves with the essential theoretical base and practical skills. The learning based theories of career development, including social learning theory (Mitchell & Krumboltz, 1996) and social cognitive theory (Lent, Brown, & Hackett, 1994), are particularly useful for this purpose. For instance, the social learning theory proposed that people tend to prefer an occupation if:

- They succeeded at tasks believed to be similar tasks performed by members of that occupation

- Observed a valued model being reinforced for activities similar to those performed by members of that occupation
- Relative or a valued friend stressed its advantages/observed positive words and images being associated with that occupation

Based on these assumptions, a number of coaching, modeling, simulation and learning skills can be employed to help the students to expand students' capabilities and interests, prepare for different work tasks, and take career actions.

More, to enable students to learn from experience, career teachers may draw from Kolb's theory (1984) of experiential learning in which the learning process involves continuously concrete experience, observation and reflection, conceptualization and generalization, as well as application of concepts. Accordingly, Miller (1991) proposed a five-step plan to integrate work experience of students into learning, including preparation, briefing, activity, debriefing and follow-up.

5.2.4   Community Support in Experience-based Learning about Work

Organisations in community serve as both provider and taker in CRE programs. Organisations provide time, resources, and management to give experience and work values for students. In return, CRE programs return benefits to organisations. In most medium to large organisations, CRE programs provide positive public image and fulfil public responsibility which are advantageous in the modern business world (Greenbank, 2002). Communication between students and employers is facilitated in this cooperation and the organisation can keep in touch with the trend of current education and locate possible employees. Experience gained by students on placements can reduce postgraduate training needs, thus to reduce expenditure on training in the long run. Furthermore, experience of some organisations has suggested that students can bring creativity to the office environment (McMahon and Quinn, 1995).

For the past 20 years, the HKACMGM has acted as host, coordinator, and organiser in the Summer Work Experience Scheme commissioned by Careers Guidance Services Section of the Education Bureau. The career guidance organisations share workload of all other parties in management of CRE programs. The Business-School Partnership run by the Home-School Section of EDB assists in lining up business organizations with schools in provision of career-related experiences.

5.3   Recommendations

Greenbank (2002) found that the mentoring role of the academic tutor is crucial to the success of work experience schemes. Both the students and the placement provider needs to be adequately prepared for the program if it is to be successful. To overcome problems related to students, it is essential to inform students of the importance of work experience. Possessing practical work experience is an advantage for students in future work interviews, and the experience and vision developed from work is valuable to their personal growth.

For teachers, it is essential for them to gain support from the school. The work of career guidance should not fall solely on guidance teacher, but to carry out on a whole school basis. The whole school approach is about involvement of the school head, all teachers, and staff in the program. It is highly recommended for enhancing the work experience of students, and it unifies the school towards a common goal (Hui, 2002).

Once accepted the cooperation agreement, organisations should fully support the work experience schemes by providing clear procedure and guideline. Work tasks of students need to be well planned to avoid over- or under-estimation of the ability of students. Again, reducing workload of CRE involved staff and giving sufficient support to them are recommended in order to enhance commitment and improve quality of the program. Also, it is important for NGOs to work as a buffer among parties to reduce workload of all individuals involved and facilitate communication between parties.

The complexity of joint parties programs is one of the difficulties of managing work experience schemes. It can also be a tough challenge for students. Well communication among and within parties and well developed policies are the key to success. It can only be fruitful if the parties cooperate and communicate well with each other. If work

experience is to continue, effort must be made to enhance the role of work experience in school curriculum, to benefit the parties involved, and ultimately to the overall quality of the system and industry as a whole.

6. Enabling Individual Student Planning

6.1 Explanation

Individual student planning plays an important role in enhancing career-related experiences for secondary school students in the NSS. It encourages students to identify personal abilities, make plans, and to develop skills at an individual level. According to Gysbers (2000; p.11), "individual planning focuses on assisting students, in close collaboration with parents, to develop, analyze, evaluate and carry out their educational, occupational, and personal goals and plans."

There are 3 stages in individual career planning: career preference, evaluation of education options, and development of a career plan (O'Brien, 2006).

Self-recognition is a crucial and initial stage in career planning. Career assessments and individual counseling are the ways to identification of oneself. Student abilities, interests, skills, and achievements can be assessed and interpreted by trained guidance personnel. The use of test information and other data about students is an important part of helping them develop immediate and long-term goals and plans (Gysbers, 2000). Talents and interests can also be reflected by daily activities and hobbies of students.

Approximately 80% of all careers require education or training after secondary school. Therefore the second part of the career planning process is to evaluate the educational options. Students need to familiarize with the training they need to achieve a certain career (O'Brien, 2006). Guidance and advices from parents, teachers, and guidance personnel are required in the evaluation as this gives personal-social, educational, and labour market information to students. This furthers the vision of students and will help them plan for their goals (Gysbers, 2000).

To develop plans to achieve personal, education, and career goal, students need to learn how to build their personal portfolio. Collage of learning information to form a portfolio provides a systematic record for the development of students. Other than academic information, extracurricular activities, outside-school activities, awards, skills, interests, and career plans are recommended into the learning profile. Learning tools help students to identify strengths and weaknesses and to keep records of the learning progress. The learning tool can be used as a vehicle of understanding for students, parents and teachers. With the use of the tool, students can easily keep track of their progress, and it can be a resource in appraisals. Yet it is important for students to realize that no career path is permanent or irreversible. The career choice made can be altered anytime in the future.

6.2 Analysis

The importance of individual career planning is well supported by experimental (Trusty, Niles, and Carney, 2005) and empirical studies (Harrington and Harrigan, 2005). However, local studies suggested that Hong Kong students have little planning in their future career (Wu, 2005). Trusty et al. (2005) commented that 'If students do not plan and behave in ways consistent with their post-secondary educational goals, or if they have no goals, then negative consequences fall to students'. If schools overemphasize intellectual learning, with little or no attention being given to self-exploration and career exploration, this will lead to frustration, regret, and even burnout (Tien, Lin, and Chen, 2005).

Guidance system works best when it meets the needs of students. A cross cultural study suggests that in senior secondary levels students have fewer needs to know about own interests, personal characteristics, and the nature of work. On the other hand, the students at this level are more concerned about life and career implications such as job-related stress, earnings, lifestyle and conditions of employment. Using the results in developing guidance system, this study suggests students at a junior level may need a self-exploration approach of guidance service, and senior secondary students may need a career-oriented guidance approach (McMahon & Watson, 2005).

Well developed and carried-out assessments such as aptitude tests, career tests, personality tests and assessment of transferable skills are useful and common tools in career guidance in schools. The assessments provide additional

information about students for guidance personnel to work on. Some tests need to be administered by trained personnel (e.g. MBTI) but others can be done without much guidance. Some tests such as the Self-Directed Search are self-administered. Career teacher needs to choose a suitable and familiar combination of assessments to work with student career planning. Please be reminded that most of the career guidance assessments are used to give an idea about the direction of student development rather than diagnostic tools. *A list of popular aptitude assessments, career interest tests and personality tests can be founded in Chapter 3 of this Handbook.*

An academic aptitude assessment is generally defined as a test designed to assess the logical and critical reasoning, numerical problem solving skills and language ability of the test takers (HKUST, 1997). Some aptitude assessments may also include specific knowledge in a particular area such as transport knowledge for logistic jobs. In Hong Kong, companies such as the Hong Kong Government, MTRC, KPMG Peat Marwick and Hong Kong Telecom use aptitude assessments in employee selection for management level positions.

Personality Tests are assessments to describe relatively stable character pattern of behavior, thoughts, and feelings. In career guidance, the trait personality theory is commonly adopted, for example, the Holland's Typology and the Myer-Briggs Type Indicator (MBTI) (Rees, Luzzo, Gridley, & Doyle, 2007). **A formal personality test needs to be carried out by trained persons because interpretation of test results can be difficult**. Personality tests are commonly constructed by a number of questions with response scales and a scoring system. Higher scores in the tests do not mean the test takers perform 'better', but indicate a certain categories that he or she falls into.

Career tests fall into the category of psychological assessments. Similar to personality tests, career tests describe character pattern of behavior, thoughts, and feelings, but are more focused in how the traits impact on the potential success and satisfaction with career options. Tests such as the Self-Directed Search (Holland and Powell, 1994) can be viewed as a guidance activity to explore interests as well as a career assessment. Below is a list of available career tests.

Transferable skills analysis is a battery of tests to measure the level of skills of individuals. It is determined by assessment of past accomplishments or experience. Informal transferable skills analysis can be performed with the aid of career portfolio or career related articles.

It is important that career teachers inform and consult trained assessment personnel before providing tests to students. It is because poor interpretation of test results and misuse of tests can be counter-productive as it misleads students to an inappropriate interpretation of self.

6.3 Recommendation

The NSS system includes career oriented curriculum which aims to equip students with skills required to take control of self-learning and to assist students to prepare for the world of work. Under this curriculum, students have more power and responsibility for shaping their life and career. This is a critical change in the perspective of students.

The Individual Student Profile Tool for S.1-3 and S.4-6 are guidance tools published by Hong Kong Association of Careers Masters and Guidance Masters in 2008 and 2009. They are well developed local tools for the use of student career planning. Each is composed of three major parts to meet the three steps of individual career planning. It includes self-exploration activities of interest, values, and ability (see Figure 1). Based on Holland's model, a variety of self-directed qualitative tools and localized career interest games are orchestrated carefully and systematically to meet the career developmental needs of students in NSS. To combine personal qualities with opportunities available, students are then guided, step-by-step, to make a long term goal as well as several short term goals reflectively.

To summarize the points, effective educational and career planning needs to include:
● Cautious, thoughtful, and thorough advices from parents, teachers, and counsellors
● Work to help students to engage in school activities
● Educational and career assessments
● Structure in which students develop systematic plans for meeting their goals (Brown & Trusty, 2005).

7.   Providing career guidance and counseling for individual students

7.1   Explanation

Career counselling is commonly confused with career guidance in Hong Kong. The nature of career development has been changed in the 21ˢᵗ Century. The term 'career guidance' is often used in the United Kingdom. It has a broad definition as a range of programs designed to enable individuals to make informed choices and transitions related to their educational, vocational, and personal development (Watts and Kidd, 2000, p.489).' Career guidance is also an umbrella term to describe the various potential elements in the provision of career support, including group work, information giving, teaching, self-help activities and assessment, and career counselling. On the other hand, career counselling shares similar aspects with career guidance yet the client has more room to explore their own issues. The primary functions of career counselling range from facilitating self and occupational awareness, exploring opportunities, developing career planning skills, helping with stress reduction, working with indecisiveness and addressing to work adjustment (Kidd, 2006). Swanson (1995) defined career counselling as 'an on-going, face-to-face interaction between counsellor and client, with primary focus on work- or career-related issues; the interaction is psychological in nature, with the relation between counsellor and client serving as an important function. (p. 245)'

7.2   Analysis

The ambition of introduction of student-oriented counselling programs to secondary schools is a new concept to most Hong Kong secondary school teachers. There have been criticisms from teachers about the lack of time and resources for individual counselling, and critiques about the lack of training in counselling skills of school counsellors and teachers (Patton and Burton, 1996). Indeed, most students in Hong Kong have no idea of their own interest and do not explore their genuine needs when they choose subjects. The current career guidance system in Hong Kong is highly informational. Printed materials and seminars are the only source of career guidance provided in many schools (HKYWCA, 2003). Recent studies in the same way indicate a high demand of career guidance and counselling in schools.

Personality and interest assessments that are often used in career counselling may overlook the collectivistic culture in Hong Kong thus may in fact neglect environmental factors. (Young, Marshall, & Valach, 2007). It is essential to take cultural issues into account to fully utilize the practice of counselling. The third factor, cultural factor includes social status, parental pressure, and social equality. For example, if parental pressure is high, career decision is more dependent on the preference of parents compared to students who receive less parental pressure.

7.3   Recommendations

There are insufficient training opportunities for practicing career personnel and not many teachers are interested in the career counselling which seriously affects the quality of career guidance. It is highly recommended that school counselling personnel equip various skills to work with a wide range of student problems, including disabilities and neurosis (Milson & Akos, 2003). Counselling skills including active listening, reflection of emotion, crisis intervention and affirming skills are required in career counselling. Self-learning and courses are available through counselling and education associations (information given in Chapter 4).

In monitoring the quality of school counselling services, the method of supervision has been widely used in the U.S. (American Counselling Association, 2007), the U.K. (BACP, 2007), and Australia (Australian Counselling Association, 2007). Supervision is a social process that involves immersion in the professional culture through which the novice learns attitudes, values, modes of thinking, and strategies for problem solving that are embedded in that culture. In this way the person under supervision acquires a professional identity (Dollarhide & Miller, 2006). The supervision systems of counselling practitioners in the U.S., the U.K., and Australia have created a relatively high standard of school counselling service compared to Asian countries. However, constraints are expected in promoting such system in Hong Kong schools due to the lack of resources and cultural differences. Alternative ways including professional meetings, active participation in seminars and workshops, and continuous learning of new skills can be used by practitioners to promote the quality of school counselling in Hong Kong.

7.   A continuum from "guidance" to "counselling"

A career guidance curriculum needs to be developed in three levels: individual, school, and community level. In the individual level, individual student planning guided by teachers will be promoted. Students are encouraged to develop education, career, and life plans according to their preferences and opportunities available.

No matter how well-structured the mass programs are, or how effective the ISP or career tests are in assisting students in career and life planning, INDIVIDUAL COUNSELLING still plays a key role in career education. For every student who comes to meet the career teacher or counsellor, the problems and struggles are unique for him or her. They have a need to be listened to, respected, and cared. We understand that this is a source of tension in the workload of career teacher, and in a broad sense, all teachers in school especially when we stress a whole-school approach in school guidance. The following are suggestions on career counselling:

● Reviewing and enriching professional training: Professional development of career teachers should be strengthened. Career guidance and counselling is unique in a way that the teachers/counsellors need to be very sensitive to changes in the education and occupation environment. In this regard, many career teachers tend to skew their time spent on information collection and dissemination at the expense of intensive counselling services. Career teachers may have confusion about their roles and some even lack micro-counselling skills required for career counselling. It is time to reflect and review current professional development courses provided by various institutes and organizations. The curriculum components should strike a balance between practical issues in launching guidance programs and enrichment of teachers' career counselling skills.

● School support: Career teachers, and school administrator also, should be aware of the multiple roles of career teachers as information officers, coordinators of guidance programs, educators, career consultants and career counsellors (Li, 2007). Time allocated for these roles should be in line with the prioritized career-related duties. Nevertheless, it is essential for school administrators to provide ample resources, in terms of physical space (career guidance room or corner), manpower, and reasonable reduction in teaching load so that career teachers are given adequate leeway to conduct individual counselling. Professional autonomy and accountability should be two sides of the same coin. Therefore, with increased support from the school, a sound evaluation mechanism of career guidance services should also be in place.

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Appendix 1 : Resources classified by Dimensions of Intervention under the "An Examplary Framework of Enhancing Career-related Experiences for Secondary School Students" (2009 Update)

Remarks: ALL resource materials and latest updates of this Appendix are available in the HKACMGM website (www.hkacmgm.org)

Title	Descriptions and Source
Dimension 1: Formulating a Career Guidance Curriculum	
Assessment of Students' needs with group assessment instruments	
Life Skills Development Project: Career development self-efficacy inventory, personal-social development self-efficacy inventory, and academic development self-efficacy inventory	Very useful instruments developed by the Life Skills Development Project; intended for group assessment based on the conceptual framework of the Missouri Guidance Competency Evaluation Survey and validated by the research team in local context. The authors stress that the group assessment instruments should not be a diagnostic or screening instrument for individual students. Instead, results of group assessment, for instance, conducted at the beginning of the senior secondary level provide information on students' developmental needs as a whole and thus inform planning and implementation of school-based intervention programs. Sources of the inventory are as follows: Yuen, M., Gysbers, N. C., Hui, E. K. P., Leung, T. K. M., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., Ke, S. S. Y. (2004). *Career Development Self-Efficacy Inventory: Users' Manual.* Hong Kong: Life Skills Development Project, Faculty of Education, The University of Hong Kong. Yuen, M. Gysbewrs, N. C., Hui, E. K. P. et al (2004). *Personal – Social Development Self-Efficacy Inventory: Users' Manual.* Hong Kong: Life Skills Development Project, Faculty of Education, The University of Hong Kong. Yuen, M., Gysbers, N. C., Hui, E. K. P., Leung, T. K. M., Lau, P. S. Y., Chan, R. M. C., Shea, P. M. K., Ke, S. S. Y. (2004). *Academic Development Self-Efficacy Inventory: Users' Manual.* Hong Kong: Life Skills Development Project, Faculty of Education, The University of Hong Kong.
Life Skill Curriculum	
青少年生涯發展服務: 培訓計劃教材套	香港社會服務聯會。（2006）。青少年生涯發展服務: 培訓計劃教材套。香港。網上版本見：http://www.hkcss.org.hk/cy/Employment%20-%20Training.htm。內容包括生涯輔導理論基礎及多個課堂用教案。
Life Skills Development and Comprehensive Guidance Program	Yuen, M. T., Lau, P. S. Y., Leung, T. K. M., Shea, P.M. K., Chan, R. M. C., Hui, E. K. P., Gysbers, N. C. (2003). *Life Skills Development and Comprehensive Guidance Program: Theories and Practices.* Hong Kong: Life Skills Development Project, Faculty of Education, The University of Hong Kong. Yuen, M. T., Lau, P. S. Y., Leung, T. K. M., Shea, P. M. K., Chan, R. M. C., Hui, E. K. P., Gysbers, N. C. (2005). *Life Skills Development Curriculum: Activity Plan.* Hong Kong: Life Skills Development Project, Faculty of Education, The University of Hong Kong. Yuen, M. T., Lau, P. S. Y., Leung, T. K. M., Shea, P. M. K., Chan, R. M. C., Hui, E. K. P., Gysbers, N. C. (2007). *Life Skills Development and Comprehensive Guidance Program: Assessment and Applications.* Hong Kong: Life Skills Development Project, Faculty of Education, The University of Hong Kong. About the Project. http://web.hku.hk/~life/index.htm The resource package contains practical resources for classroom activities on three areas of development: academic, career, and personal-social. The program was derived with a root in Comprehensive Guidance Program proposed by Norman C. Gysbers.
Vocational Information Centre: Career Exploration Guides and	http://www.khake.com/page64.html An excellent career resources index for career guidance programs, tests, activities and finders; a US source.

Title	Descriptions and Source
Resources for Younger Students	
The National Career Development Guidelines (NCDG), America's Career Resource Network	http://www.acrnetwork.org/ncdg.htm
Career Decision-Making Tool, America's Career Resource Network	http://www.acrnetwork.org/decision.htm
Careers Education and Guidance in England a National Framework 11-19	http://teachernet.gov.uk/_doc/6009/DFES-0163-2003.pdf
Careers Scotland Related publications	http://www.career-scotland.org.uk/home/home.asp Perry, N. & Van Zandt, Z. (2005). Exploring future options: A career development curriculum for middle school students. New York: International Debate Education Association. Perry, N. & Van Zandt, Z. (2005). Focus on the future: A career development curriculum for secondary school students. New York: Open Society Institute. 吳芝儀。（2000）。 生涯探索與規劃: 我的生涯手冊. 。嘉義市: 濤石文化事業。 林清文。（2000）。大學生生涯發展與規劃手冊。台北市: 心理出版社股份有限公司。

Dimension 2: Linking Academic Study and Career

Finding the Colours of Life	Hong Kong Association of Careers Masters and Guidance Masters. (2008). *Finding the Colours of Life: NSS Subject Choices and the Development of Career Aspirations*. Hong Kong: HKACMGM. Refer to the section on career pathways of various senior secondary subjects.
《工作大未來：從 13 歲開始迎向世界》	村上龍著；濱野由佳繪；曹姮、江世雄譯。（2006）。《工作大未來：從 13 歲開始迎向世界》。台北：時報文化出版。 這書從個人興趣出發，引導年青人了解、探索廣如星雲人職業可能；職業分類以日本及台灣的職業爲基礎，香港學生會感到陌生，但那實在有趣。

Dimension 3: Organizing School-wide Career Guidance Activities

<mark>Guidance programs on further studies, training opportunities, subject choices and study plan</mark>

「工作相關我經歷」與「其他學習經歷」	http://cd1.edb.hkedcity.net/cd/lwl/CRE_WEB/index.htm 在「其他學習經歷」在框架下各項有關學與教的資料。
Local websites	**Career Guidance Services by Education Bureau** (http://www.edb.gov.hk/index.aspx?nodeID=235&langno=1) Links to Careers Guidance Handbooks and suggestions on implementing career education in schools. **The Hong Kong Association of Careers Masters and Guidance Masters** (www.hkacmgm.org) Frequently updated for careers talks, visits, seminars and workshops for career guidance teachers. 香港教育城「升學就業」(http://www.hkedcity.net/student/future/) 香港教育城旗下網頁，內容包括中五出路，中七出路，海外升學、求職擇業等。 升學就業資訊 (http://www.hkprospect.com/) 全港第一個爲中學生而設的升學就業輔導網站。網頁內容包括中三出路、中四選科、中五出路，中七出路，海外升學、求職擇業等。 學友社學生專線 (www.student.com.hk) 學友社一個專爲本地學生設立的網站，內容包括本地、海外、內地升學機會，就業心得交流，本地、海外考試一覽，各地(內地及海外)大學排名等。

Title	Descriptions and Source
	香港專業教育網 (http://www.education18.com/) 提供資訊如本地、海外、內地升學，就業提示，本地、海外考試資訊，大學排名等。
Websites on overseas studies	英國文化協會 (www.britishcouncil.org.hk) 學聯海外升學中心 (www.hkosc.com.hk) IDP澳洲教育 (www.idp.com) 加拿大教育中心 (www.studycanada.ca/hongkong) 德意志學術交流中心 (ic.daad.de/hongkong) 法國文化協會 (www.alliancefrancaise.com.hk) 京港學術文化交流中心 (www.ehkaec.org.hk) 國際教育協會 (www.iiehongkong.org) 澳洲駐香港領事館教育部 (www.australia.com.hk) 新西蘭駐香港總領事館 (www.nzembassy.com) 澳門高等教育輔助辦公室 (http://www.gaes.gov.mo/c_index.html)

Visiting local universities

Websites of universities	The University of Hong Kong 香港大學(www.hku.hk) The Chinese University of Hong Kong 香港中文大學(www.cuhk.edu.hk) Hong Kong University of Science and Technology 香港科技大學(www.ust.hk) Hong Kong Polytechnic University 香港理工大學(www.polyu.edu.hk) City University of Hong Kong 香港城市大學 (www.cityu.edu.hk) Hong Kong Baptist University 香港浸會大學(www.hkbu.edu.hk) Lingnan University 嶺南大學(www.ln.edu.hk) The Open University of Hong Kong 香港公開大學(www.ouhk.edu.hk) The Hong Kong Institute of Education 香港教育學院(www.ied.edu.hk) Hong Kong Shue Yan University 香港樹仁大學(www.hksyc.edu)
Websites of other tertiary institutes	港大專業進修附屬學院(SPACE) (www.hku.hk/space) 中文大學校外進修學院 (www.scs.cuhk.edu.hk) 香港中文大學 - 東華三院社區書院 (www.cutw.edu.hk) 科技大學持續進修學院 (www.cl3.ust.hk) 理工大學專業進修學院(SPEED) (www.speed.polyu.edu.hk) 城市大學專業進修學院(SCOPE) (www.cityu.edu.hk/cs) 浸會大學持續教育學院(SCE) (http://www.sce.hkbu.edu.hk/) 嶺南大學持續進修學院(LIFE) (www.intranet.ln.edu.hk/life) 香港專業教育學院(IVE) (www.vtc.edu.hk/ive.html) 明愛徐誠斌學院 www.cfhc.caritas.edu.hk) 職業訓練局 (www.vtc.edu.hk) 明愛成人及高等教育服務 (www.caritas.edu.hk) 香港生產力促進局 (www.hktrainingonline.com) 旅遊服務業培訓中心 (http://www.vtc.edu.hk/itc/hotc/c_index.htm) 香港管理專業協會 (www.hkma.org.hk/front.asp) 建造業訓練局 (www.cita.edu.hk) 香港設計學院 (www.hksd.edu.hk) 香港商業專科學校 (www.hksc.edu.hk) 珠海學院 (www.chuhai.edu.hk) 嶺南大學社區學院 (www.ln.edu.hk/cc) 演藝學院(www.hkapa.edu)

Guidance programs on university/tertiary education opportunities admission and course selection

Joint University Programmes Admissions System	http://www.jupas.edu.hk/jupas/jupasFront.htm Official website with links to all university admission information and courses.
iPass—經評審專上課程資料網	載有各類經評審課程的資料，包括各課程的銜接機會、學歷承認、助學金及貸款機制等；可參 http://www.ipass.gov.hk

Title	Descriptions and Source
學友社學生專線網頁 香港輔導教師協會《聯招通訊》	http://student.hk/tertiary/index.php 綜合由各大學提供的聯招收生及課程最新資訊，並紀錄每年聯招答問大會的重要內容。 2007 年版本見 http://www.hkacmgm.org ；新一年度版本將於十一月上載該會網頁。
Mock job searching activities, and interview workshops for job search and university admission	
勞工處青年就業起點「職場新人類秘笈」	http://www.e-start.hk/gfx/tc/cas/index-cas.htm 包括前「擇業輔導組」網頁內的有用資料及青少求職秘訣
Jobmarket 求職廣場. "自我評估."	http://www.jobmarket.com.hk/Jobseeker/Coffee_test.jsp 有關職業潛能、工作壓力、心理調節能力及工作倦怠情緒的測試。
JUMP@mingpaonews	JUMP 或 JUMP JUNIOR (http://jump.mingpao.com/cfm/index.cfm) 就有多個專業的電子書，看畢已能掌握入行、進升及行業的特色。
香港聖公會福利協會「一起走過會考到日子」	http://www1.skhwc.org.hk/~hkcee/ 香港聖公會福利協會每年都爲全港會考生及其家長，推行全面的「一起走過會考的日子」會考放榜輔導熱線及支援網絡服務計劃，「模擬放榜」是協會最具經驗及最受學校歡迎之大型體驗活動。透過發放的模擬成績單、模擬不同放榜階段，讓參加者經歷放榜的種種考慮，和預先感受可能遇到的壓力，爲規劃前途及放榜作好準備。
Prospects Planner	From HKU Career Centre (http://www.hku.hk/cepc; http://www.prospects.ac.uk) It is a web-based career guidance system designed to help career planning. It helps visitors to: - generate new job ideas and check out one's existing ideas - identify one's skills and find out what motivates one in a job - see how these match the jobs you are considering - research chosen jobs in more detail and decide on the right choices
'Career Interest Assessment Test' and 'Personality Assessment Test.' Career Planning and Development Centre, CUHK.	Career Interest Assessment Test (http://osanta.osa.cuhk.edu.hk/career_tool/c_choice.htm) Through the Career Interest Assessment Test, you can get a rough idea of what career appeals to you most. Over 30 categories of career are identified. By clicking on the name of each career, you can learn more information about the career including the positions offered, job nature, typical job duties and general requirements.
Qualification Framework in Hong Kong 資歷架構	http://www.hkqr.gov.hk/hkqr/welcome.do The QF in Hong Kong is a hierarchy designed to order and support qualifications in the academic, vocational and continuing education sectors. The website provides information related to QF as well as a search engine of courses registered in the Qualification Register (QR)
JobHuntersBible.com	http://www.jobhuntersbible.com/counseling/sec_page.php?sub_item=048 The official online job search resource hosted By Dick Bolles, author of "What Color is Your Parachute"
行行出狀員	決定投身工作世界之先，可參考過來人的心得以至創業貼示，主角都是不同行業的資深從業員，對仍在學校的年青人也有啟發性： http://www.youth.gov.hk/tc/kaleidoscope
Job4U Career Database	A UK resource database with extensive and comprehensive information on various occupations in UK; designed for youth http://www.connexions-direct.com/jobs4u/index.cfm
World of Work Map O'NET	http://www.act.org.wwm/html A most comprehensive and detailed guide called of different occupations and skills required in the United States http://online.onetcenter.org/
Hong Kong's Major Service and Manufacturing Industries	http://www.tdctrade.com/main/si/servicei.htm http://www.tdctrade.com/main/industries/industry.htm
Hong Kong's industries and occupation as classified by Labour Department	http://www.careers.labour.gov.hk/2000/cas/web_gui/eng/job_kaleidoscope/index.htm http://www.jobs.gov.hk/eng/jobseeker/enquiry/js_srch_type.asp?SearchType=IND&JobProp=
Professional Associations in Hong Kong	http://www.hku.hk/cepc/NEW/forstudent/proasso.html
Local websites on Job Hunting	Job Market (www.jobmarket.com.hk) Careertimes (www.careertimes.com.hk)

Title	Descriptions and Source
	招職 (www.jiujik.com)
	Recruit (www.recruit.com.hk)
	明報 Jump (www.jump.mingpao.com)
	ClassifiedPost (www.classifiedpost.com.hk)
	JobsDB (www.jobsdb.com/HK)
	Job8.net (www.jobs8.net)
	JobEasy (www.jobeasy.com)
	Monster (www.monster.com.hk)
	政府職位 (www.csb.gov.hk/hkgcsb/showdisplay.jsp?page_no=7&lang_iso=zh_hk)
	勞工處 (www.jobs.gov.hk/big5/jobseeker/enquiry/select_type.asp)

Dimension 4: Facilitating Learning Experiences about Work

Career visits

勞工處青年就業起點	所有 15-29 歲可在香港合法受僱及居住的青年人，均可申請成爲 Y.E.S.會員，會員可在兩個 YES 中心得到擇業指導、專業輔導、職業潛能評估及面試體驗等服務。 http://www.e-start.hk/gfx/tc/aboutus.htm
教育城「職場熱身操」	http://studies.hkedcity.net/index.phtml 有關以「工作實習」爲學習經歷的指引及建議

Applied learning

Applied learning – official website	http://www.edb.gov.hk/index.aspx?nodeid=4350&langno=1 With outline of curriculum, course content and articulation to opportunities of further studies and occupations, as well as administrative details for school reference. The design principle of Applied Learning courses is the same as that of other school subjects, with equal emphasis on the development of knowledge, skills and attitudes. The courses aim at enabling students to understand fundamental concepts and theories through application and practice, and to develop their generic skills in authentic context. There are six areas of studies including (1) Applied Science; (2) Business, Management and Law; (3) Creative Studies; (4) Engineering and Production; (5) Media and Communication; and (6) Services.

Mentorship program jointly organized with NGOs, alumni association and PTA

突破機構「師徒創路學堂」	「創路達人職場領袖培育計劃」以「先學做人，再學做工」爲主旨，協助低成就、低學歷的青少年作生涯規劃；詳情可瀏覽 http://www2.uzone21.com/project/student_pgm/ ，亦可參考鄧淑英、梁嘉儀、李潔卿。（2008）。《創路達人の從零開始》。香港：突破有限公司。

Professional/business partnership program

Business-School Partnership organized by the Education Bureau	http://www.edb.gov.hk/index.aspx?nodeid=4738&langno=1
School-Company Partnership organized by Young Entrepreneurs Development Council	http://www.ydc.org.hk/programs_partnership.php Each participating company nominates three staff persons as the SCP Company Ambassadors (CAs), who collaborate with the Teacher Advisors of the partner school to achieve the program's objectives. Between 20 to 30 Form 4-7 students from each partner school join the program voluntarily, which lasts for a semester.
JA Company Programme (學生營商體驗計劃)	http://www.jahk.org/programs/programs_upper_cp.asp Under the guidance of volunteer business advisers, students form a mini-corporation and operate a company as much as they would in the real world. Students elect officers, develop business plans, sell stock, produce and market real products or services, keep records, conduct stockholders' meetings, and liquidate the company, all in about 18 weeks. Students can also have the opportunity to experience a real marketplace by selling their products or services in the "Company Programme Trade Fair".

Job Shadowing and Work Experience Scheme

JA Job Shadowing (工作影子計劃)	http://www.jahk.org/programs/programs_upper_jsd.asp A partnership between the classroom and the workplace, dedicated to giving kids an up-close look at the world of work. Participating students are given the opportunity to "shadow" a workplace mentor as he or she goes through a normal day on the job.
Summer Work Experience Scheme organized by the Hong Kong Association of	Member schools can nominate students to join the scheme in which selected candidates are given an opportunity to work in organizations of various professions (e.g., medical, mass media, accounting, social-care service) for 4 to 8 weeks so that they can have a thorough understanding and reflections on issues in workplace. Intensive coaching will be given and positive feedbacks

Title	Descriptions and Source
Careers Masters and Guidance Masters	from both the participating organizations and students have been received. (http://www.hkacmgm.org/B-info/jobtest/jobtest.htm)
工作假期計劃	香港政府與新西蘭、澳洲及愛爾蘭政府分別簽訂協議，為 18 至 30 歲年青人提供邊旅遊、邊工作、邊體驗生活的好機會。詳情及申請資格可參考 http://whs.esdlife.com。

Dimension 5: Enabling Individual Student Planning

Academic Aptitude Assessment

Hok Yau Club, OUHK & Adult Research Centre. "香港專上學科選擇測評量表."	http://student.hk/appraisal/appi/?lang=c 《香港專上學科選擇測評量表》旨在幫助閣下瞭解個人的興趣、技能、及特長，並探討適合您個性特點的進修專業類別。然而，這一量表只是指導您尋找進修專業的方向，而不是替您作出專上課程選擇的決策。《香港專上學科選擇測評量表》由香港公開大學遙距及成人教育研究中心及學友社聯合開發。

Career Tests

The Hong Kong Federation of Youth. "Self Directed Search 職業性向測試 (青年就業網絡)."	http://yen.hkfyg.org.hk/yen/lifebanking/lifebanking.php
「就業興趣 Mix & Match」	http://www.careers.labour.gov.hk/2000/game/labour/questionaire5.htm Developed by the Labour Department, this test assesses user's interest on different domains of career so as to shed light on their possible career choice.
浸會大學 "香港中學生職業取向電腦測量軟件."	http://www.puiying.edu.hk/it/modules.php?op=modload&name=Web_Links&file=index&req=visit&lid=1231 Funded by the Qualified Education Fund, this test provides a number of multiple choice questions to test the vocation orientation of secondary school students.
升學就業通訊. "Career Quest 99."	http://www.hkprospect.com/analysis/ana.html Career Quest 99 是一個互動的軟件，只要輸入一些個人的特性和喜惡，它便會協助找出最適合的工作。
Self-Directed Search	**Holland, J. L. SDS Self-Directed Search. Odessa, FL: Psychological Assessment Resources, 1990.** **On-line source:** http://www.self-directed-search.com/Holland.html SDS 很適合用來幫助正在規劃生涯的青少年。不過 SDS 用於本土有兩大限制。第一，SDS 是用英文寫的，雖然文字不算太深，但很多青少年可能對英語版本有實際困難和心理障礙。 第二，SDS 的設計是以美國的職業系統為基礎，因此用於香港一個不同的文化和職業系統，其應用必受限制。
The Career Key	http://www.careerkey.org An assessment tool to analyze what one likes to do, what one values and what your abilities are; conceptually derived from Holland's model.
The Career Interests Game	http://career.missouri.edu/students/explore/thecareerinterestsgame.php This is a simplified version of "The Party Exercise" from *What Color Is your Parachute?* And here is a simplified version of it online, at the University of Missouri site. Source in English.
Career Interest Test on BBC website	A simple test based on Holland's Typology also; (http://www.bbc.co.uk/science/humanbody/mind/surveys/careers/index.shtml)
Thinking Style Test on BBC website	Thinking style classified by DaVinci's styles – informative and interesting; enable students to understand more about their own thinking and learning style (http://www.bbc.co.uk/science/leonardo/thinker_quiz/allresults.shtml)
Transferable Skills Survey	http://www.d.umn.edu/kmc/career_transfer_survey.html A quick online test of your transferable skills. Test results will show you your strongest and weakest areas.
O'Net Skills Search	http://online.onetcenter.org/skills/ This quick test will help you link your skills to possible occupations in US context. Very informative but adaptation to Hong Kong context is a problem.
Motivated Skill Test	http://www.stewartcoopercoon.com/jobsearch/freejobsearchtests.phtml Some experts say that it is not your transferable skills that matter, but the ones you most enjoy using. They call these "motivated skills", or "key skills". On this site is a test you can take, to help you find your motivated skills.
'Career Interest Assessment Test' and	Personality Assessment Test (http://osanta.osa.cuhk.edu.hk/career_tool/a_tool.htm)

Title	Descriptions and Source
'Personality Assessment Test.' Career Planning and Development Centre, CUHK.	
Tips on how to prepare to take aptitude tests of employers from SHL	http://www.shldirect.com/

Individual Student Planning

Career Compass	An ISP Portfolio developed by the Hong Kong Association of Careers Masters and Guidance Masters for local secondary students to assist them in gaining career maturity and mastering information related to further studies and occupations. To be released in by mid 2009.
事業探索輔導手冊	崔日雄。(2007) 。事業探索輔導手冊。香港：香港理工大學應用社會科學系學生輔導網絡。 崔日雄。(2007) 。事業探索輔導教師手冊。香港：香港理工大學應用社會科學系學生輔導網絡。
升學有關的財政考慮：學生資助辦事處	辦事處管理多項由公費支持的資助計劃，確保本港學生不會因為缺乏經濟能力而無法獲得教育；亦管理多項獎學金計劃，以鼓勵學生追求學業上的優異成績。網頁已詳列適合中學程度、大專以至持繼進修的財務支援及多項獎助學金資料，詳情可往 http://www.sfaa.gov.hk
my Future	An Australian government supported resource site for adults, students and career counsellors; very useful, informative and interactive on-line resources; with a on-line personal profile builder; http://www.myfuture.edu.au/
Other references	Hopson, B. & Scally, M. (2000). Build your rainbow: A workbook for career and life management. Chalford, Gloucestershire: Management Book 2000 Ltd. Lock, R. D. (2000). Taking charge of your career direction, 4th edition. Belmont, CA: Brooks/ Cole Thomson Learning.

Construction of Student Learning Profile

Student Learning Profile 學生學習概覽	http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/SLP_01_intro_01.asp Under the NSS education, students should be encouraged to build up a profile to record and reflect on their learning experiences and achievements. The design and implementation would be school-based and the content may include brief information about: - Academic performance in school; - Other Learning Experiences; - Awards/ achievements gained outside schools; and - Student's Self-Account The site provides information about tools and templates of SLP.

Dimension 6: Guidance and Counselling for Individuals

Professional development opportunities for career teachers	Career Guidance Training Course offered by the Hong Kong Association of Careers Masters and Guidance Masters in collaboration with SCOPE, The City University of Hong Kong: A 20-hour short course focussing on practical aspects of careers guidance in school; suitable for newly appointed career teachers. (http://www.hkacmgm.org)
Hong Kong Professional Counselling Association	http://www.hkpca.org.hk/main.htm Online Journals and courses available
Hong Kong Psychological Society	http://www.hkps.org.hk/ Offers talks about psychological health and educational psychology
Social Welfare Department	http://www.swd.gov.hk/ Offers referral and professional support
Australian Career Development Studies	Provide self-assessed and accredited program resources on career development, suitable for career practitioners and young people/adults seeking career guidance http://www.career.edu.au/acds/
Career Advice Australia	A national career and transition support network http://www.careeradviceaustralia.gov.au/
my Future	An Australian government supported resource site for adults, students and career counsellors;

Title	Descriptions and Source
	very useful, informative and interactive on-line resources; with a on-line personal profile builder; http://www.myfuture.edu.au/
Australian Blueprint for Career Development	ABCD contains a special chapter on Comprehensive Career Development Program (outlines the three phases: planning, program development and implementation) and another on Career Development Programs for K-12 Schools that highlights the following support in organizational structure: leadership, management, marketing, networks, facilitates, and resources, supplemented by useful forms and tools. http://www.dest.gov.au/sectors/career_development
Connexions: Supporting Career Guidance and IAG	CESP (www.cegnet.co.uk): very useful resource bank, with examples of programmes and scheme of work, as well and teaching and learning strategies, curriculum resources

Acknowledgements

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Teacher's Handbook 2008 Edition

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