

Christian Alliance Cheng Wing Gee College

Other Learning Experiences (OLE) – Career-related Experiences (CRE)

2008 - 2009

(A) **Characteristics**: A school-based CRE curriculum characterized by vertical and horizontal organization that is designed to develop students systematically

(B) **Overall aims**: To motivate students to do better at schoolwork through

1. an early development of career planning
2. a deeper understanding of the connection between academics and careers

(C) **Details of the school-based CRE curriculum**:

Form	Programme	Aim	Expected Learning Outcome	Description
Form 1-3	Job-sites Visits	<ul style="list-style-type: none"> ○ Widen students' exposure to the world of work. ○ Demonstrate the connection between academics and careers, motivating students to learn by 	<ul style="list-style-type: none"> ○ Students gain general knowledge about the real workplace, education requirements of professionals and industries. 	A wide range of Jobsite Tours offered by EDB Business-School Partnership Programme.
Form 4-7	Career Expo Visit		<ul style="list-style-type: none"> ○ Students gain insight of the real competitive job market and pick up information on jobs and educational requirement. 	A wide range of seminars, video presentations, education forums and board display offered by the HKTDC Education & Careers Expo.

Form 1-3	Junior Form Careers Talk	making their school work more relevant.	○ Students recognize some transferable skills learnt at school can be applied to a variety of occupations and changing work requirements	Hall assemblies that invite celebrity, parents or alumni to share their career path and aspiration with focus on “Learning and Society”.
Form 4-7	Senior Form Careers Talk		○ Students understand how education relates to the entry of job market and recognize the importance of continual learning process required at work.	Hall assemblies that invites celebrity, parents or alumni to share their career path and aspiration with focus on “From school to Work”.
Form 4 (a group of 10-20 students)	Job Shadowing Programme	<ul style="list-style-type: none"> ○ Enrich students’ career-related learning experiences through partnership with business community. ○ Provide students with one-to-one or one-to-a-group mentoring to encourage an ongoing relationship with caring adults and successful role models. 	<ul style="list-style-type: none"> ○ Students experience what it means to work at a job and have chance to see how the skills learnt in school relate to the real workplace. ○ Students learn and practice critical observing and ○ Students develop skills in conducting personal assessment, resume writing and career action planning. 	A 3-days JA programme, including a Preparation Session, a Job Shadowing Day and a Reinforcement Session, that gives students an up-close look at the world of work by providing them the opportunity to tour a job site, "shadow" an employee and participate in some real workplace activities.
Form 4-5 (a group of 5-10 students)	Young Power Programme		<ul style="list-style-type: none"> ○ Students understand how education can be translated into a rewarding future for themselves and their communities. ○ Students learn and practice creativity, leadership and team building spirit. ○ Students develop skills in conducting research, model development and project presentation. 	A 6-wk JA summer programme that engages students in mentorship of industrial professionals and a comprehensive series of educational seminars, workshops, job-site visits, project development and presentation competition.
Fom 6 (a group of 15-20 students)	Students Company Programme		<ul style="list-style-type: none"> ○ Students gain practical experience in business operations and management. ○ Students learn and practice entrepreneurship, leadership, team 	A 18-weeks JA programme that groups student and volunteer business advisers to form a mini-corporation and operate a company to elect officers, develop plans, sell

			<p>building spirit and corporate social responsibility.</p> <ul style="list-style-type: none"> ○ Students develop communication, interpersonal, negotiation, marketing and public speaking skills. 	<p>stock, conduct stockholders' meetings, produce and market real products in the "JA Company Trade Fair".</p>
Form 1-6	New Leaders Programme	<ul style="list-style-type: none"> ○ Provide students with learning opportunity on Ethical Leadership in the new century. ○ Let students recognize the different ethical challenges business face and these same types of challenges in the school environment. 	<ul style="list-style-type: none"> ○ Students build awareness on ethics' relationship with self and others as well as learn to apply ethics in the workplace, trading and leading an organization. ○ Students develop appreciation on the important role that ethics plays in business and being successful on job. 	<p>A continuous curriculum that consists of six standalone 4-hrs JA workshops designed to provide students with learning on Ethical Leadership in the new century through activities including role-plays, scenario discussions and simulation games.</p>
Form 4-7	Leadership Seminar		<ul style="list-style-type: none"> ○ Students get a new insight into their personal values, qualities and career inspirations through face-to-face sharing from senior executive leaders on their success stories. ○ Students discover their own skills and fulfill their potentials. 	<p>An 1-hr on-campus JA seminar provides students with invaluable opportunities to learn first-hand from renowned business leaders the personal values, qualities, skills and prerequisites for young people to prepare for a senior executive role.</p>
Form 1-3	My Choice Programme + Aptitude Test	<ul style="list-style-type: none"> ○ Build up students' confidence in preparing for the world of work and pursuing their career goals. ○ Equip students with essential inter- and intra-personal skills 	<ul style="list-style-type: none"> ○ Students make use of different assessment tools to better understand their personality and strength. ○ Students know more about career options and match them with their skills, interests and personality ○ Students set goal and take action in making informed decisions about career plan. 	<p>A set of On-line Aptitude Tests held during Form 1-3 Life Education (LE) Lessons + A series of four 1-hr workshops held on Form 3 LE lessons with focuses on Self Understanding; Options and Marketing Intelligence; Evaluation and Matching, and Re-evaluation + Briefing/ Debriefing Sessions for parents, teachers and students</p>

Form 5	Mock HKCEE Results Release Day	prior to entry into the professional world.	<ul style="list-style-type: none"> ○ Students review and re-evaluate their career plan and make some alternations if required. ○ Students develop skills in making informed decision. ○ Students aware of the importance of self management. 	A 3-hrs workshop held on OLE day that mocks up the junctures involved in the HKCEE exams release days with professional guidance to help students explore further career options
Form 6	Dream Runner Workshop		<ul style="list-style-type: none"> ○ Students build awareness on choices available in major life decisions. ○ Students gain understanding on the socio-economic side of decision-making in different life stage. ○ Students review and re-evaluate their career plan and set clear action plan. 	A 3-hrs workshop that stimulates students to think as if they are on the threshold of making major decisions in life through an interactive board game.
Form 4-7	Success Skills Workshop		<ul style="list-style-type: none"> ○ Students practice career-preparation activities. ○ Students appreciate the importance of inter- and intra-personal skills in professional world. ○ Students develop practical job searching and hunting skills. 	A 1-day JA workshop designed to engage students in communication and team building exercises, and sharing experience on resume-writing, interviewing skills and developing personal action plans.
Form 6-7	DISC Profile Workshops		<ul style="list-style-type: none"> ○ Students make use of research-based tools as learning instrument to learn about themselves and others. ○ Students gain understanding and develop appreciation on different behavioral styles. ○ Students aware of the importance of self management. 	A set of two 2-hr Workshops that guides students to develop their own DISC personality profile with feedback focuses on Emotion Interpretation and Adapt Strategies.

1 Big RULE + 10 TIPS

for Increasing Students' Motivation and Learning From CRE

RULE: Emphasize students' initiative. Never take CRE programmes as subject assessment tools.

TIPS:

1. Make CRE a privilege.

Share with students the school supports and contributions of business communities/ volunteer advisers/ mentors.

2. Make CRE invitation to all.

Conduct Promotion Assembly, highlight the benefit of CRE in terms of

- Exposure
- Networking
- Personal Resume
- Practical Experience
- Learning with FUN!

3. Get only the right ones recruited.

Conduct Recruitment Interview, take into consideration

- Past ECA participation
- Services Record
- Teacher Recommendation
- Special Skills/ Talents
- Academic Progress

4. Bridge the gap.

Share with the partnering organization/ business advisers/ mentors your students background, school supports and expectation. Constantly discuss with them the students' performance, progress and feedback.

5. Keep the rule.

Issue Appointment Letters to students/ cc to parents, make sure they know about

- Programme Aim and Design
- Expected Learning Outcomes
- Commitment Demand
- Rights and Responsibility

6. No more teaching!

Remember you are no longer a teacher. Instead, you are a coordinator, facilitator, observer, listener, supervisor, team member; and more often, you are a learner, learning from your students and your co-workers.

7. Make CRE deep.

Conduct Preparation and Reinforcement Sessions to maximize students' learning.

For example, prior to Job Shadowing, guide students to write up an interviewing list and their own personal resume. After Job Shadowing, help students reflect on their learning and develop their own career action plan.

8. Make CRE big.

Organize Extended Activities to bring profound learning impact to participants and their peers.

For example, invite Student Company to lead an on-campus inter-class Trade Fair for Form 4 fellows.

Company students practice what they learn and peers learn from what they practice.

9. Celebrate CRE learning.

Rejoice! Cheer students' learning by means of

- Hall Assembly
- School Bulletin
- Campus TV
- Project Exhibition
- Photo Gallery
- Web Upload

10. End of beginning.

Not the end. Not even the beginning of the end, but only the end of beginning.

- Review with students their learning profile. Point out their breakthroughs and areas for improvement.
- Sustain students' learning capacities through follow-up activities, e.g. nomination to external competition, outside-school programmes of similar nature.
- Invite students to serve as helpers for other CRE programmes.
- Challenge students to take up community service/ volunteer work.
- Encourage students to develop on-going relationship with business advisers/ mentors.

Take CRE for building life-long capacities ~

Bring students experiences not only for future career, but also for future learning.

Development and implementation of the school-based CRE Curriculum



CRE 07-08

Aims: Motivate students to do better at schoolwork through
 1. an early development of career planning;
 2. a deeper understanding of the connection between academics and careers

Major Concern 3: Provide students with learning opportunity on Ethical Leadership in the new century

Major Concern 2: Equip students with essential job skills prior to entry into the professional world.

Major Concern 1: Enrich students' career-related learning experiences through partnership with business community.

- Form 7
- Form 6
- Form 5
- Form 4
- Form 3
- Form 2
- Form 1

New Leader Programme
 Responsibility @ Self & Others

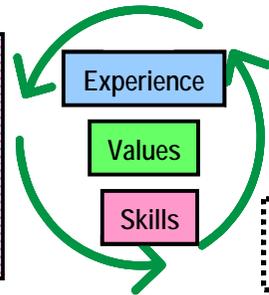
New Leader Programme
 Reliability @ Others

New Leader Programme
 Respect @ Self

Aptitude Test
 Preliminary interest, personality and strengths assessments

Mock CE Results Release Workshop
 Decision Making + Stress Management

DISC Profile Workshop
 Emotion Interpretation + Management



Job Shadowing Programme
 Career Aspiration

Company Programme
 Entrepreneurship

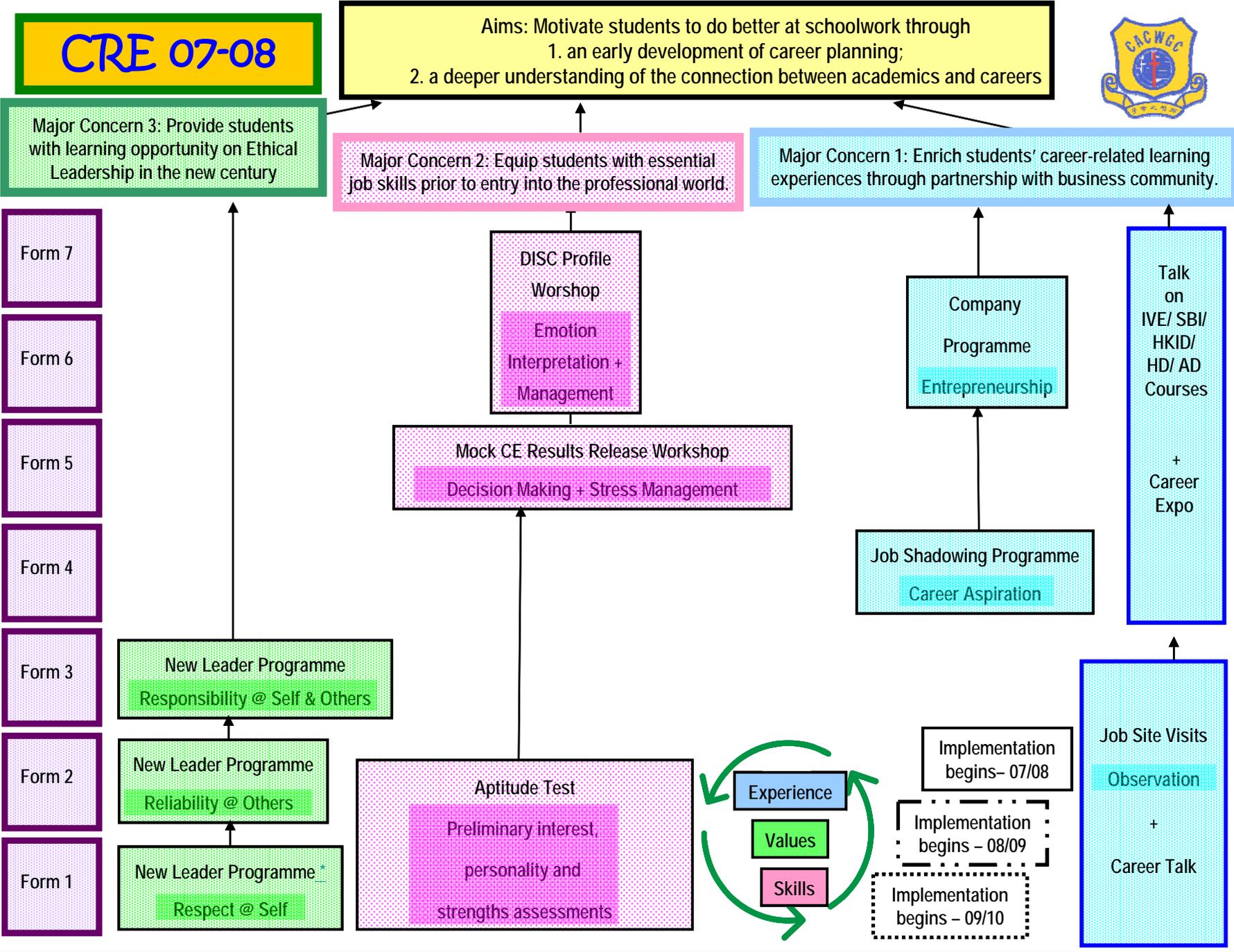
Talk on IVE/ SBI/ HKID/ HD/ AD Courses
 + Career Expo

Job Site Visits
 Observation + Career Talk

Implementation begins - 07/08

Implementation begins - 08/09

Implementation begins - 09/10



CRE 07-09

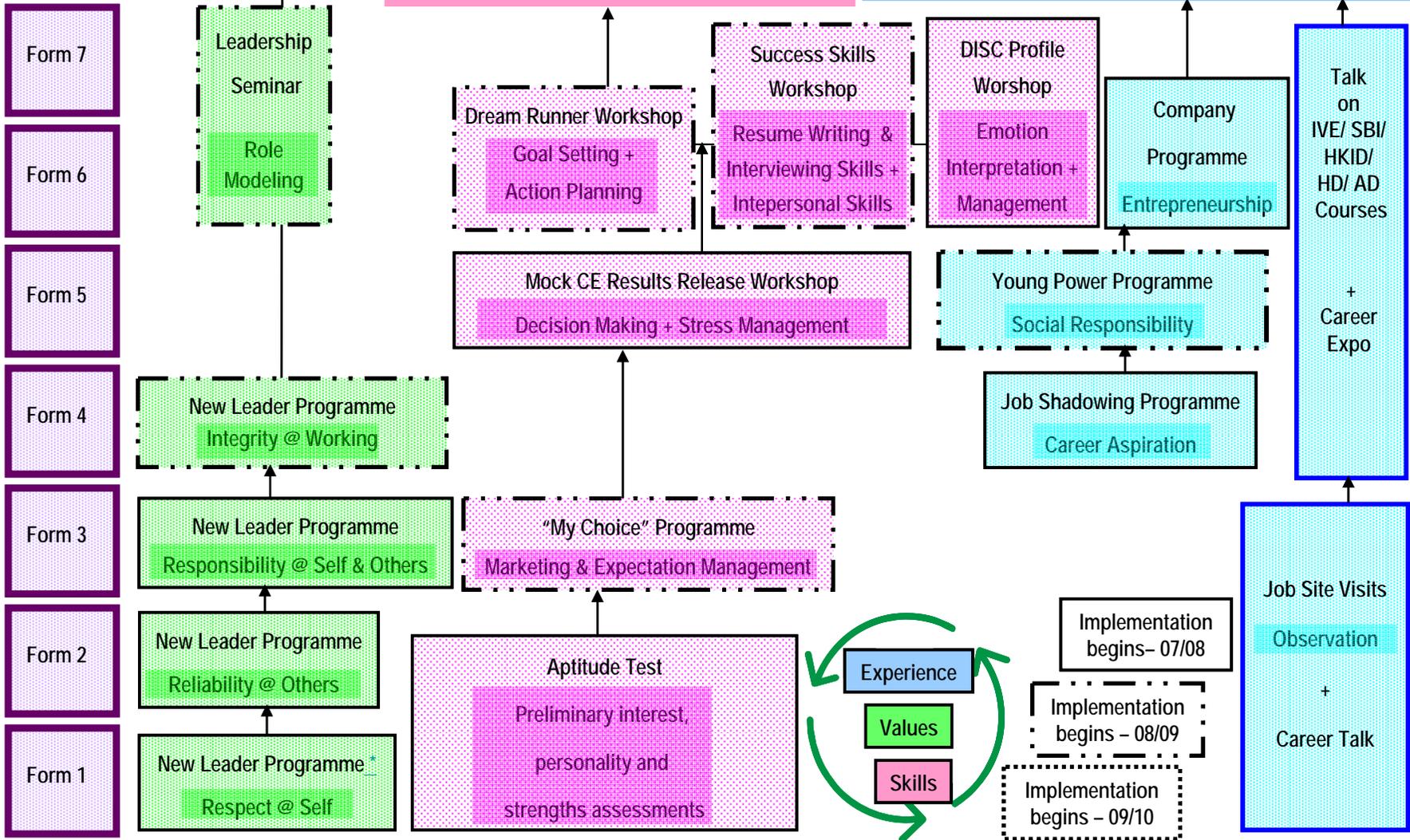
Aims: Motivate students to do better at schoolwork through
 1. an early development of career planning;
 2. a deeper understanding of the connection between academics and careers



Major Concern 3: Provide students with learning opportunity on Ethical Leadership in the new century

Major Concern 2: Equip students with essential job skills prior to entry into the professional world.

Major Concern 1: Enrich students' career-related learning experiences through partnership with business community.



CRE (07-10)

Aims: Motivate students to do better at schoolwork through
 1. an early development of career planning;
 2. a deeper understanding of the connection between academics and careers



Major Concern 3: Provide students with learning opportunity on Ethical Leadership in the new century

Major Concern 2: Equip students with essential job skills prior to entry into the professional world.

Major Concern 1: Enrich students' career-related learning experiences through partnership with business community.

