



NSS Other Learning Experiences (OLE) – Strategies in planning and designing Career-related Experiences (CRE)

Life-wide Learning and Library Section
CDI, EDB





2019

Agenda


| | |
|--|-------------------|
| 1. Introduction of CRE under NSS | 9:00am – 9:30am |
| 2. School Sharing on CRE | 9:30am – 10:00am |
| 3. The World of Work of the 21 st Century | 10:00am – 11:00am |
| 4. Strategic Approaches to CRE | 11:00am – 12:00pm |
| Lunch | 12:00pm – 2:00pm |
| 5. Maximization of learning in CRE | 2:00pm – 4:00pm |
| 6. Summary & Review | 4:00pm – 4:30pm |
| 7. Q & A and Evaluation | 4:30pm – 5:00pm |

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1. Introduction of CRE under NSS

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2. School Sharing on CRE

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Introduction of JA

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Junior Achievement Worldwide

- Founded in **1919**
- Dedicated to **educating young people** about business, economics, and free enterprise through **quality activities-based programs**
- Serve **more than 9 million students in over 110 countries** a year

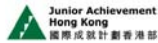


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Junior Achievement Hong Kong

- Established in **2001**
- Registered **non-profit-making charitable organization**
- Launched **25 programs**
- Over **62,000 students in 300 schools**
- Over **5,800 business volunteers from 500 companies**



JA Purpose

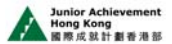
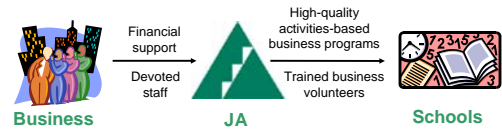
*To inspire and prepare our young people
to succeed in a global economy*



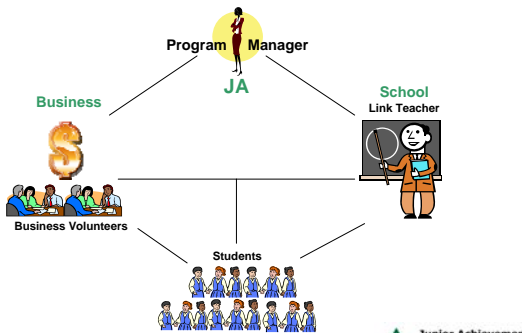
JA Programs



Connecting Students and Schools with the World of Work



The Bridge between Business & Education



Awards & Recognition of JA

- **MetLife Foundation Grant** for the launch of JA Exploring Economics in 2008
- **MetLife Foundation Entrepreneurial Award** for the New Leaders Programme in 2007
- **Caring Company Outstanding Partnership Project Award** 2006/07 for the partnership with ExxonMobil, presented by the Hong Kong Council of Social Service
- **Long Standing Partner Award** Goldman Sachs CTW 10th Year Anniversary award in 2005



Awards & Recognition of JA

- **Best Performer in Resource Mobilization of Asia Pacific** NGO award by Resource Alliance & Citigroup in 2005
- **Caring Company Outstanding Partnership Project Award 2004/05** for the partnership with HSBC on Company Programme, presented by the Hong Kong Council of Social Service



3. The World of Work of the 21st Century

The R's of 21st Century Skills

The Traditional model

- reading,
- 'riting,
- 'rithmetic



The R's of 21st Century Skills

Robert Sternberg of Tufts University – the other 3 R's



- **Reasoning**
 - analytical, critical thinking and problem solving skills
- **Resilience**
 - life skills such as flexibility, adaptability, and self-reliance
- **Responsibility**
 - links to wisdom, defined as the application of intelligence, creativity, and knowledge for a common good



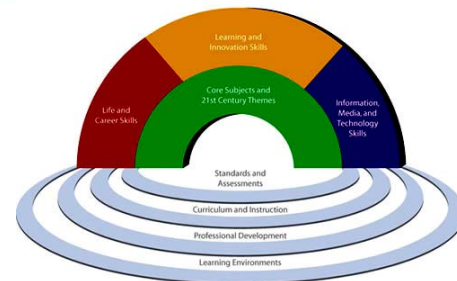
The R's of 21st Century Skills



- **Rigor**
 - what students are able to do as a result of their learning
- **Relevance**
 - understand how learning connects to future studies and work settings
- **Respect**
 - promotes respectful relationship between and among teachers and students that foster academic and social competence



Framework for 21st Century Learning



source: www.21stcenturyskills.org



Are They Really Ready To Work?

| Basic Knowledge/Skills | Applied Skills |
|---|------------------------------------|
| English Language (spoken) | Critical Thinking/Problem Solving |
| Reading Comprehension (in English) | Oral Communications |
| Writing in English (grammar, spelling, etc) | Written Communications |
| Mathematics | Teamwork/Collaboration |
| Science | Diversity |
| Government/Economics | Information Technology Application |
| Humanities/Arts | Leadership |
| Foreign Languages | Creativity/Innovation |
| History/Geography | Lifelong learning/Self Direction |
| | Professionalism/Work Ethic |
| | Ethics/Social Responsibility |

Source: Are They Really Ready To Work?
Employers' Perspective on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce

The Risks of Finding the Wrong People

Jim Collins, Good to Great

People aren't your most important asset,
the **right people** are!

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Value Creating Relationship of the 21st Century

(www.workreadiness.com)



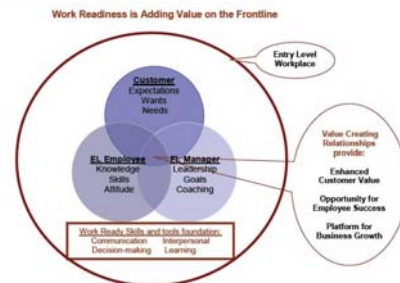
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Value Creating Relationship

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National Workreadiness Profile

(www.workreadiness.com)

| Communications | Interpersonal |
|---|---|
| Speak so other can understand Listen Actively Read with Understanding Observe Critically | Cooperate with Others Resolve conflict and negotiate |
| Decision Making | Learning |
| Use Math to solve Problems Solve problems & make decisions | Take responsibility for learning |

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Activity Time

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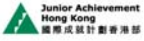
Worksheet 1: - Gap Analysis on Work Readiness
What is the strategic focus of your CRE?

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16 Success Skills
(reference from JA Success Skills Program)

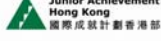
| | | |
|---|--|--|
| Read with Understanding | | |
| Convey Ideas in Writing | | |
| Speak So Others Can Understand | | |
| Listen Actively | | |
| Observe Critically | | |
| Use Math to Solve Problems and Communicate | | |
| Plan | | |
| Solve Problems and Make Decisions | | |
| Cooperate with Others | | |
| Advocate and Influence | | |
| Resolve Conflict and Negotiate | | |
| Guide Others | | |
| Take Responsibility for Learning | | |
| Reflect and Evaluate | | |
| Learn through Research | | |
| Use Information and Communications Technology | | |

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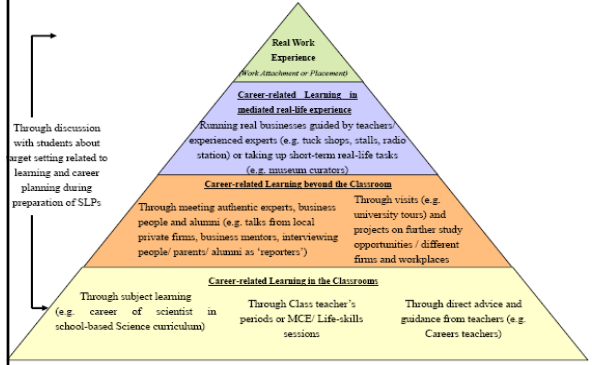


4. Strategic Approaches to CRE

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Suggested Activities of Student Guidance and Learning on Future Study and Careers



Through discussion with students about target setting related to learning and career planning during preparation of SLPs

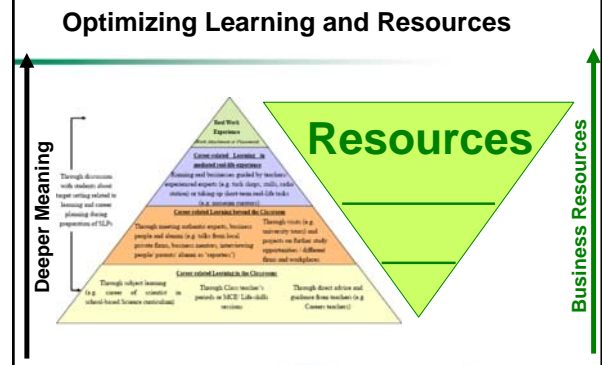
Through subject learning (e.g. career of scientist in school-based Science curriculum)

Through Class teacher's periods or MCE/ Life-skills sessions

Through direct advice and guidance from teachers (e.g. Careers teachers)

Source: Booklet 9 of Senior Secondary Curriculum Guide - The Future is Now: from Vision to Realisation (Provisional Final Draft) (Web version in English) http://www.edb.gov.hk/FileManager/EN/Content_7115/SSCG_09_2009.pdf


Optimizing Learning and Resources



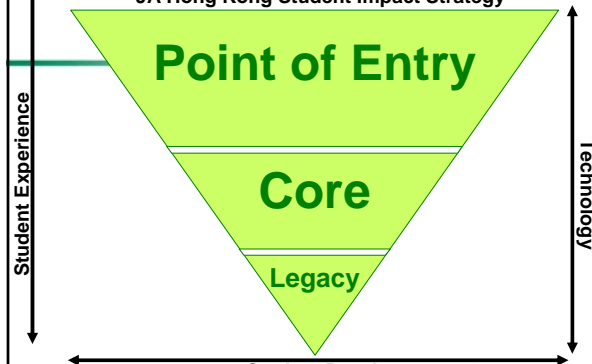
Deeper Meaning

Business Resources

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JA Hong Kong Student Impact Strategy




Student Experience

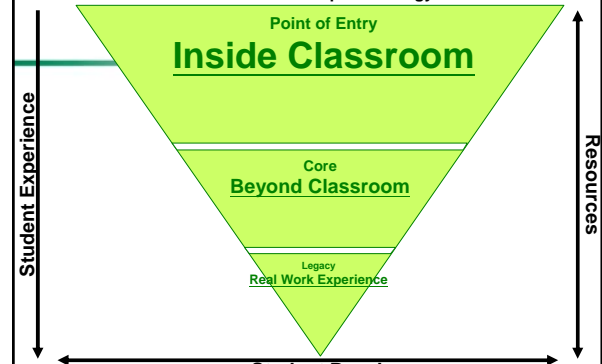
Technology

Student Reach

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CRE Student Impact Strategy




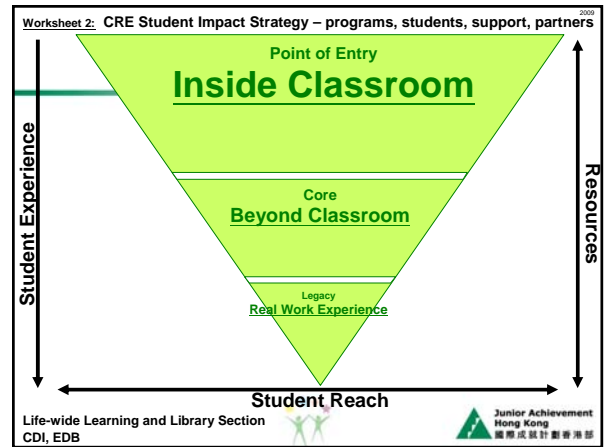
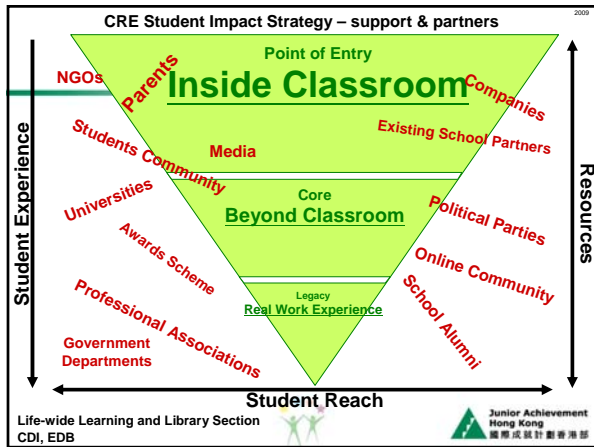
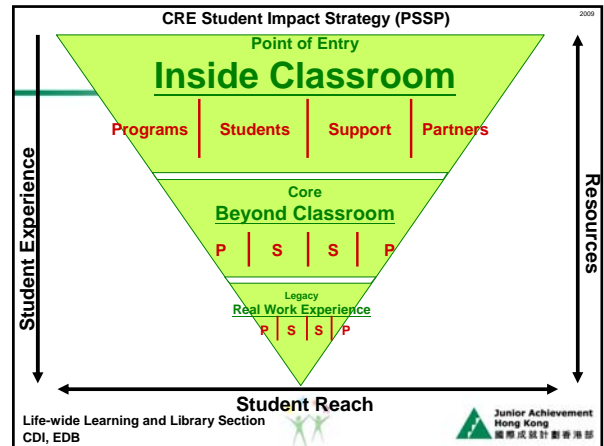
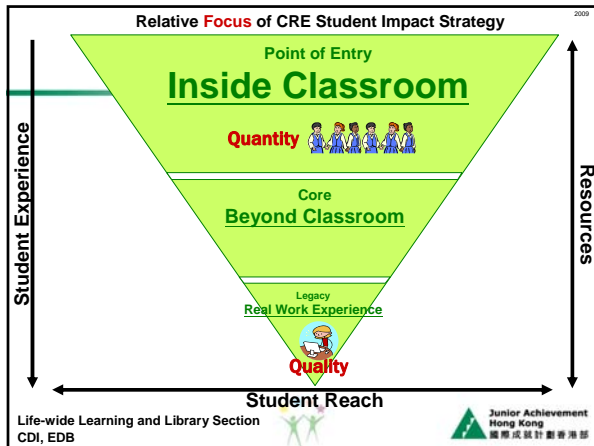
Student Experience

Resources

Student Reach

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Summary of the morning session

- The importance of CRE in the NSS
- School sharing on CRE
- The World of Work of 21st Century
 - 3R's + Reasoning, Resilience, Responsibility, Rigor, Relevance, Respect
 - From basic skills to applied skills
- Workreadiness profile
- CRE impact strategy
 - Point of entry
 - Core
 - Legacy

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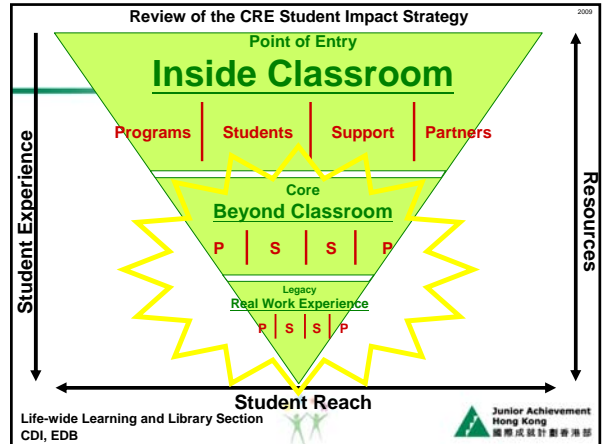
Lunch Break



Welcome Back!

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5. Maximization of Learning of CRE through BET

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Maximization of learning through BET

Briefing



Experience

Timely Debriefing

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Key Factors of Briefing





- Introduce the CRE Activity
- Introduce the partners of the CRE Activity
- Describe the flow of the Activity
- Outline the learning goals
 - but do not pre-empt the learning
- Explain the reason for selecting
 - this CRE Activity
 - the students
- Secure Students' Commitment on Preparation and Participation
- Follow-up before the CRE Activity

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Role-Play Time



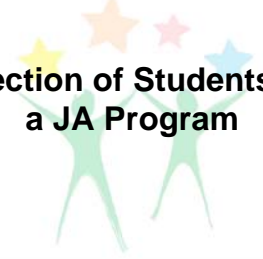
Develop and Deliver a Briefing for a JA Program

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Activity Time

Selection of Students for a JA Program



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Worksheet 3a: Student Briefing on the JA program

1. What is the CRE Activity?
2. Who is/are the Organizer(s) of the CRE Activity?
3. When and where will the CRE Activity take place?
4. Describe the flow of the Activity
5. Outline the learning goals (but do not pre-empt the learning)

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Worksheet 3b: Student Briefing on a JA Program

6. Why is this CRE Activity selected? (Promote)
7. Why are the students selected? (Promote)
8. What do the students have to prepare for this Activity?
9. Any Interesting notes for this Activity?
10. Secure Students' Commitment on Preparation and Participation
11. Checkpoint and Follow-Up

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Importance of Timely Debriefing



What to expect to achieve through timely debriefing?

- Within 7 to 10 days
- Inspire learning and improvement
- Celebrate success and learning
- Pointers for next Experience

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Conducive Environment for Timely Debriefing

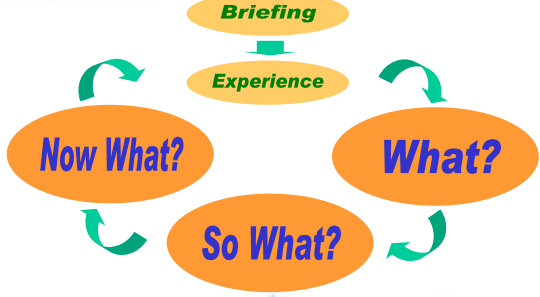


- Not Threatening or obtrusive
- Led by a facilitator
- Facilitator willing to be vulnerable – taking a leadership role
- Support both Active and Reflective learners
- Be Curious
- Critical, Embracing and Supportive
- Celebrate success and learning

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The Timely Debriefing Process




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The Timely Debriefing Process


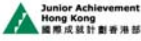


What?

Reflection on Facts and Feelings


- What happened?
- What did you observe?
- What were you aware of?
- Were there any surprises?
- How do you feel?
- What have you learnt?

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The Timely Debriefing Process





So What?

Understanding & Generalization


- Explore the deeper meaning
- Analyze the Whys
- How can the learning be used?
- Any parallels with other areas of learning?

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The Timely Debriefing Process





Now What?

Future and Application


- What will you do differently next time?
- What did you learn today that you will use in future?
- Where can the learning be applied in life?

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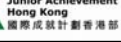
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Role-Play Time




Timely Debriefing today's workshop

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Worksheet 4a: Timely Debriefing



What?
Reflection on Facts & Feelings





Now What?
Future & Application




So What?
Understanding & Generalization

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Worksheet 4b: Timely Debriefing




What?
Reflection on Facts & Feelings

1. What happened? What did you observe?
2. What were you aware of?
3. Were there any surprises?
4. How do you feel?
5. What have you learnt?



Now What?
Future & Application



1. What will you do differently next time?
2. What did you learn today that you will use in future?
3. Where can the learning be applied in life?



So What?
Understanding & Generalization


1. Explore the deeper meaning
2. Analyze the Whys
3. How can the learning be used?
4. Any parallels with other areas of learning?

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Final Tips on Timely Debriefing

1. Ask open-ended questions
2. Re-direct questions to other group instead of answering them yourself
3. Make summary statements regularly
4. Use silence
5. Challenge all participants
6. Observe verbal and non-verbal behaviors
7. Elicit feedback from group
8. Be flexible, open and non-judgmental
9. Be aware of energy level – debriefing takes a lot of energy
10. Plan a base list of questions
11. Set the stage for open sharing
12. Fun to learn




Source: Effective Debriefing by Brian Davis, November 2008

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6. Summary and Review



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Gap Analysis of Work Readiness – What is the strategic focus of your CRE?

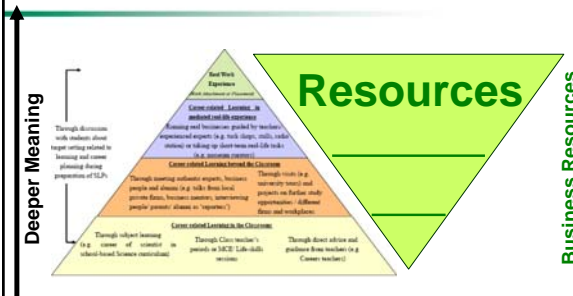
16 Success Skills
(reference from JA Success Skills Program)

| | |
|---|--|
| Read with Understanding | |
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| Listen Actively | |
| Observe Critically | |
| Use Math to Solve Problems and Communicate | |
| Plan | |
| Solve Problems and Make Decisions | |
| Cooperate with Others | |
| Advocate and Influence | |
| Resolve Conflict and Negotiate | |
| Guide Others | |
| Take Responsibility for Learning | |
| Reflect and Evaluate | |
| Learn through Research | |
| Use Information and Communications Technology | |

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Optimizing Learning and Resources



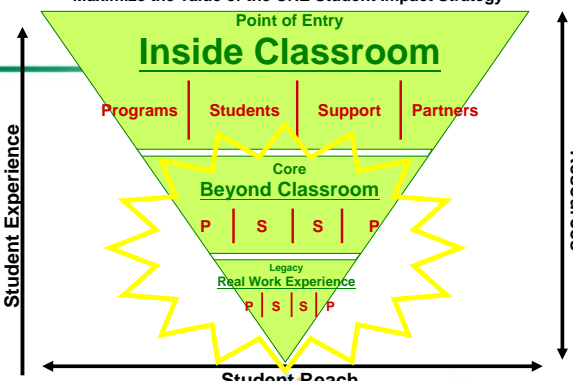
Deeper Meaning

Business Resources

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Maximize the value of the CRE Student Impact Strategy



Student Experience

Resources

Student Reach

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Maximization of learning through BEST

Briefing

Experience

Support

Timely debriefing



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Supporting **BEST** learning

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*“Ultimately, feedback is an act of love.
If you didn’t care, you wouldn’t do it.”*

- Jeff Cooper



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7. Q & A and Evaluation



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Thank You!

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