

Preparing Students for Successful Transition in the NAS: Effective Presentation and Planning Ahead

Prepared by Hong Kong Association of
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Introduction

Considering the emerging yet urgent needs of students under NAS to plan ahead and present themselves through production of SLP, submitting applications to JUPAS, and presentation of oneself in contexts beyond the education setting, the HKACMGM is committed to working with intellectuals and experienced career guidance practitioners in provision of professional training to local teachers so that timely and effective guidance in schools can be implemented to facilitate successful transition of secondary school leavers of NAS. Objectives of the training programs would be as follows:

1. Building a critical mass of trainers who are well-equipped in knowledge and skills in career and life planning, qualitative and quantitative career assessments, and effective strategies in building connectedness of students' learning experiences in secondary education and further studies/career.
2. Developing an education resource package for local teachers that supplement the workshops. Contents of the package would include: Bridging career development theories and practical implementation strategies for senior secondary students in the Hong Kong context; Coaching students in reflective account of their learning experiences in secondary education (including OLEs and those from intellectual areas); Formative and summative use of SLPs; Connecting the above learning experiences to transition needs of students, including construction of SLP and applications related to further studies/training/work; Related exemplars and resources.
3. Stepping up professional expertise of secondary school teachers through a 6-hour training workshop. Participants are expected to develop competence in deriving a school-based model of guidance/support program for successful transition, based on their understanding of specific needs of their student populations.

We are grateful to be able to work, on behalf of Life-wide Learning and Library Section of Curriculum Development Institute, Education Bureau, to actualize the stated goals. We successfully recruited about 30 trainers who are experienced and committed practitioners in the field of career guidance. After a series of intensive training for over 30 hours, this learning committed is expecting the delivery of the 6-hour program to our target audience: school leaders, career teachers, and class teachers who need to shoulder different roles in planning and ensuring successful transition of our NAS students.



Individual Student Planning for Successful Transition: Our Framework

There are different approaches in helping students to write their self-accounts and to prepare for transition after secondary education, but HKACMGM insists a developmental approach – individual student planning (ISP). ISP is a component in comprehensive guidance that has been regarded as an essential element in education for ALL STUDENTS. In brief, ISP aims at instilling a SENSE OF PURPOSE among our young generation, with an increased awareness to connect understanding of themselves to exploration of study/training opportunities, and thus plan ahead for their future and goals they want to actualize (refer to Figure 1 below). Therefore, ISP is a component of learning, a process of whole-person development, and a missionary action to get our young people ready for life after school.

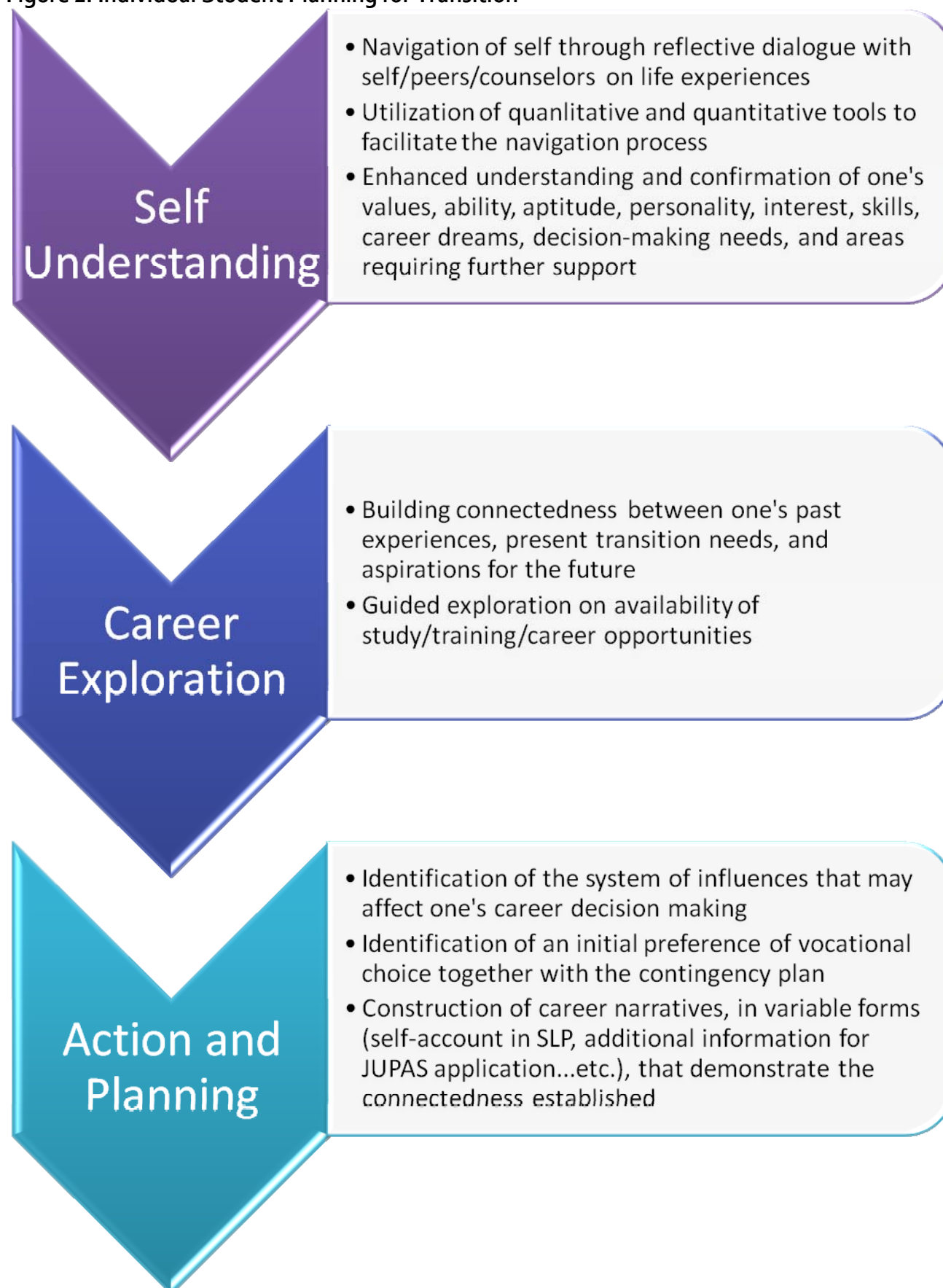
Figure 1: Three Components of Individual Student Planning (Career Development Objectives)



In this project, ISP is infiltrated as substance of the transition process. Figure 2 on the following page illustrates the conceptualization of Individual Student Planning for Transition (ISPT).



Figure 2: Individual Student Planning for Transition





A Resource Handbook, comprising six chapters with a wide content coverage from career theories to practical issues related to transition, follows the flow as stated in Figure 2 and provides a comprehensive guide for educators to implement ISPT in school:

Chapter 1: Understanding Educational and Career Transitions: A Brief of Implications from Career Theories

Chapter 2: Career Assessment for Exploration of Self and Environment

Chapter 3: Individual Student Planning for Transition

Chapter 4: Quality Personal Statements and Narratives

Chapter 5: Career Explorations and Actions

Chapter 6: Practical Suggestions on Managing Data for Transition

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