

CRE & Application of Career Assessments





NSS students – New opportunities and new threats

Before NSS

- Selection of CE → students promoted to AL are academically more capable
- S.7 school leavers, more mature (experiences of CE and ECAs) and have a relatively clear goal on further studies and career
- More thorough career guidance/support (60-90 students in AL classes)

NSS

- Very high-stake exam → heightening academic pressure, instability and uncertainty
- Enjoy more freedom in subject choices → more cross-disciplinary learning
- Increased expectations from the curr. (SBA, OLEs, SLP, taking up leadership role in S.4...)
- Increased awareness on their need to have career and life planning, and support service from school

ositive initiatives; Positive Energy? Preparing HKDSE New Curr &SBA Drug Addiction SLP OLE

Adapting Comprehensive Guidance Hong Kong

- Expectations on Student Learning/ Development Outcomes
- Three domains: Academic, Career, Personal-social

Content

- Guidance Curriculum
 - Individual Student Planning
- Responsive Services
 - Directions and goals
 - Curriculum Time

Development,
Management &

Accountability

PIE

Resources

Organizational

Framework:

Structure, Activities & Time

- Personnel
 - Financial
- Program supporters

Planning

- Designing
- Implementing
- Evaluating
- Enhancing



Life Skills Components

Career Development

Career Planning
Gender Issues in Career
Vocational Training Selection
Job Hunting Preparation
Job Hunting

Educational Planning

Career Goals Setting Personal Goals Setting Understanding Self

Time Management
Study and Examination Skills
Learning from Friends
Being a Responsible Learner

Academic Development

Understanding Others
Avoiding Drugs, Drinking and Smoking,
Marriage and Family Responsibilities,
Handling Setbacks, ...etc.

Personal-Social Development

Figure 2: Life Skills Components of Senior Secondary Students (reorganized from findings from Life Skills Development Project, Yuen et a. 2007)



Group Assessment Tool







| 我效能發展自我效能量表: 使用者手册



II. Scoring Sheet

Score Calculation - Career Development Self-Efficacy Inventory

Individual Category Score:

Career development contains 6 categories. For each category, write the scores of the items beside the item numbers. <u>SUM UP</u> the scores within each category and write down the total score in the blank provided.

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Total	·	Total		Total	-	Total		Total		Total	

Individual Category Mean Score (The lowest score is 1, the highest score is 6):

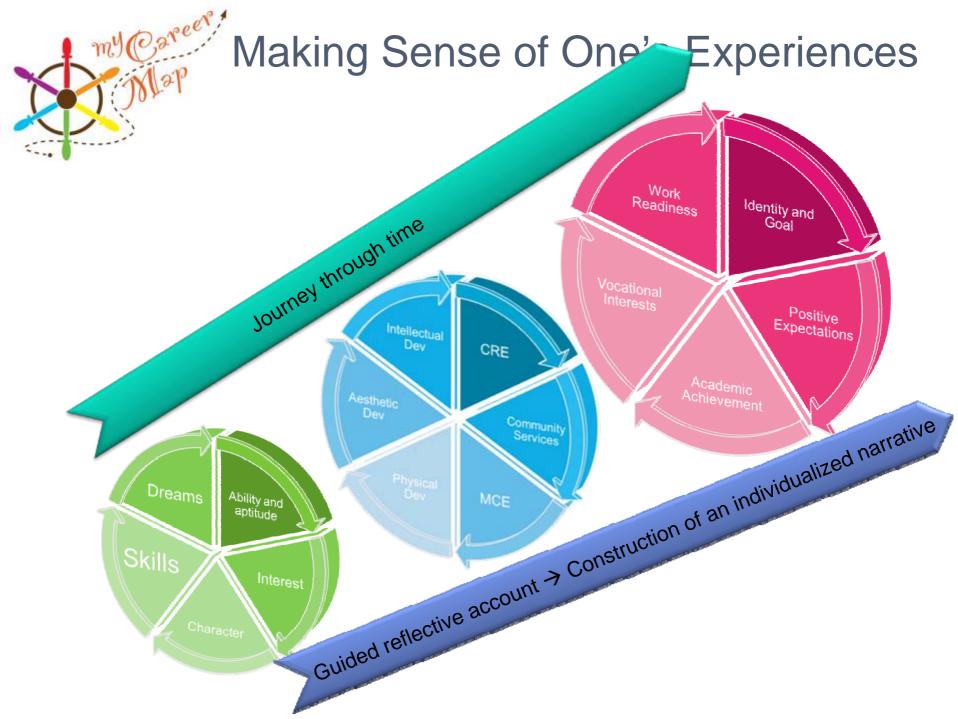
<u>DIVIDE</u> the total score <u>BY 4</u>, and write down the mean score of each category in the blank provided.

	+4=		+4=	4 =	+4=
Career Planning	Gender Issues	Vocational Training Salanting	Job Hunt Preparation	Job Hunting	Career Goals Setting

Total Mean Score of Career Development (The lowest score is 1, the highest score is 6):

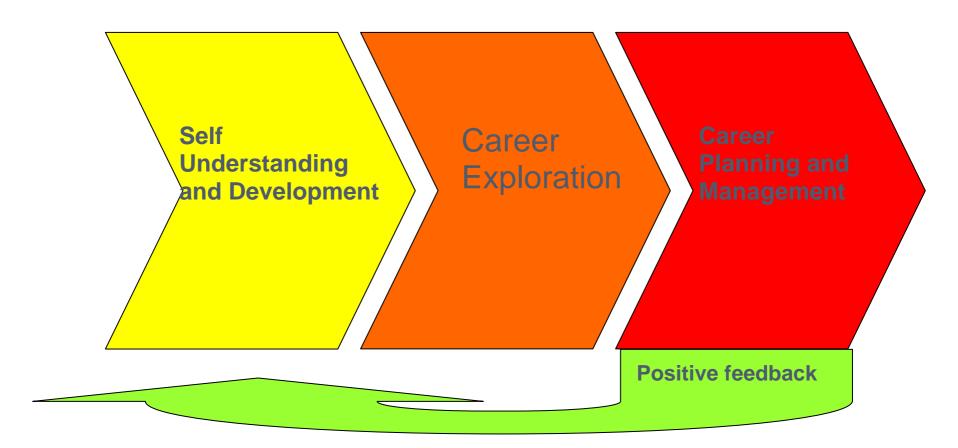
SUM UP the individual category mean scores and then DIVIDE BY 6, then write down the total mean score of career development in the blank provided.

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Three Components of Career Development Learning Objectives







Six Dimensions of Career Intervention

Dimensions of career intervention

Career Development
Curriculum

Linking Study Opportunities and Career Choices

School-wide Career Guidance Activities

Learning Experiences about Work

Individual Student Planning

Responsive Service

Mass programs

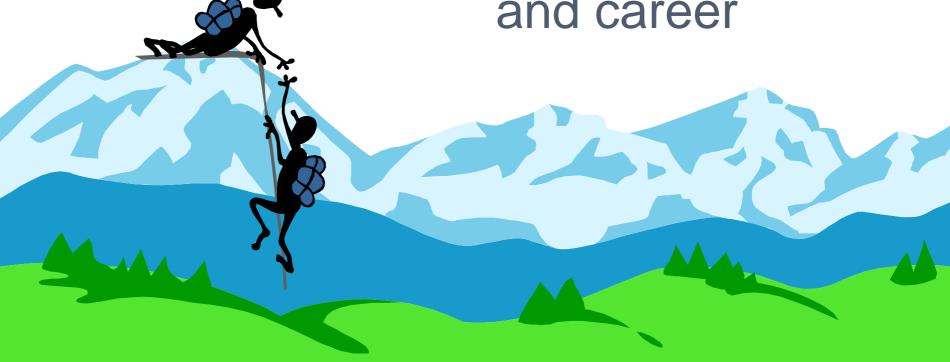
Individualized guidance & support



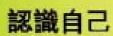




Mission of Career Guidance: Guide students to make INFORMED CHOICE on further studies, occupations and career







探索升學及職業機會

反思及回饋

生涯規劃路線圖

作充份 知情的選擇

實踐 行動方案 訂立 行動方案





- 應多參考兩至三個類別的分類,而非簡單地與性格類型代碼直接配對
- 學生還須考慮自己的事業目標、 能力、環境限制(例如經濟能力)

Finding Your Colours of Life









有條理、

講求規律、

循規蹈矩、

自律的

Α

有活力的、 具運運細 胞、懂機械 操作、喜歡 動物



E

喜歡探究、 尋根究底、 擅長分析及 解決難題



HONEY

Е

主動、具領 袖才能、能 言善辯、實 事來事



C

具想像力、 有創意、相 信直覺、喜 歡變化的



D

熱情、合 群、擅於表 達自己、喜 歡幫助別人





Making Sense of OLEs

Station 1.3: What have I learnt through experiences inside and

outside school? A reflection on my skills and personal qualities

It is through participation in various activities and teams that you develop your **interest, knowledge, transferable skills, attitude** towards people and the society; it is also through these opportunities that you learn more about your strengths and weaknesses.

Think of 3 'other learning experiences" that have the strongest impact on you (may be programs you participated in, uniform groups you joined, or a competition you took part in; if you have no other learning experiences in school, think of your favorite hobby).

Record your findings in the following table. Circle the skills and personal qualities identified from the THREE experiences described.

ther learning experiences* (with brief description)	Transferable Skills	Personal Qualities
	On Data:	Determined
	Synthesizing	Dependable
	Coordinating	Creative
	Innovating	Enthusiastic
	Analyzing	Adaptable
	Application of Number	Helpful
	Problem Solving	Considerate
	7.77	Tactful
	Information Technology	Polite
		Patient
	On People:	Responsible
	Mentoring	Good sense of humor
	Negotiating	Neat
	Instructing	Ambitious
	Persuading	Conscientious
	Speaking	Honest
	Serving	Thoughtful
	Taking instruction	Easy-going
	Helping	Adventurous
	Telping	Energetic
	On things	Friendly
	On things:	Sensitive
	Handling	Persistent
	Precision working	Leadership
	Manipulating	Risk Management



Finding the Colours of Life: A Journey of Selfexploration through constructing one's NARRATIVE → Making Sense of One's

Experience

Career Mapping: Career Development Tool for Senior Secondary Students



Career Assessments in Career Mapping for self-understanding

Areas	Stations/activities
Interest	2.3.3 The "tick" and "cross" of occupational choices擇業
	交叉/剔
	2.3.4 To choose or not to choose「選」與「不選」?
	2.3.5 Back to RIASEC初週RIASEC
	2.3.6 Explore RIASEC探索RIASEC
Personality	2.1.1 My Coat of Arms我的戰衣
Aptitudes	2.1.2 My Attitudes我的特質
and skills	2.2.2 Analysing My Stories「我的成長故事」說了些甚麼?
Strengths	1.2.1 My Learning Style我的學習模式
and styles	
Values	2.1.3 My Ideal Life我的理想人生
	2.3.1 Work Values工作的價值



Let's try -- Career Values





hep/www.blucege.org

社會學家 12 Sociologist Hone Kong Association of Cureers Massers and Gaidence Massers 香港輔導教師協會



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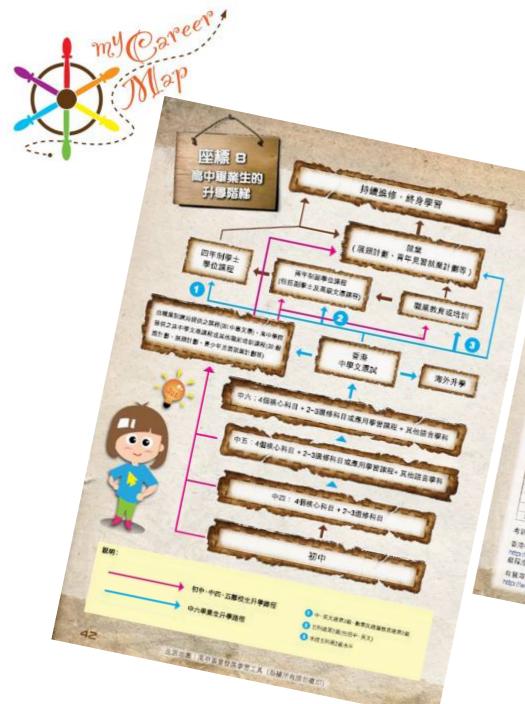
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31	演員	Α	Е	-,	4	V
32	漫畫家	Α	E	V	_	-
33	精算師	1	R	-,	_	V
34	語言治療師	S	А	~	-,	_
35	銀行櫃位員	С	S	_	~	_
36	廚師	R	Α	-	V	_
37	廣告創作人	Α	E	V	_	_



總結職業性向結果

p.31





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立战机距算

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CUSCS = The Chichese University of Hong Kong - School of Continuing and

Professional Studies
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HKIT = Hong Kong Institute of Technology HSSC = Hang Sang School at Commerce

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IESCE = The Hong Kong Institute of Education - School of Continuing and Professional Exception

IVE = Hang Kong Institute of Vocational Education (IVE), VTC

LIFE - Linguan Institute of Further Education CU-K = The Open University of Hong Kong

DURK = The Open University or road name
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Jointly developed by Prof. Leung Seung Ming, CUHK, and HKACMGM





Joining the Scheme

- 33 schools, over 70 teachers, and 3002 student participants
- For schools adopting Career Mapping ONLY
- CII as PART of the career guidance service: qualitative assessments, other guidance program, and, INDIVIDUAL COUNSELLING
- Data collected used in follow-up research and improvement of the CII system
- Feedbacks from teachers and students to be collected after the implementation
- Evaluation and follow-up discussion sessions in second half of the year



Our New Career Guidance Resource Platform







ISP enquiry and support service



info@mycareermap.org

Resource Platform for ISP

http://www.hkacmgm.org/isp/isp.html



For 2010-2011

香港輔導教師協會

《尋找生命的色彩:新高中科目遊標及個人抱負的探索2010年版》

15 《生涯論闡:高中事業發展學習工具2010年版》







晒介

《提技生命的色彩》及《生理通》是各种研查和设备则率数据阅藏的合作研究指数成果。以"在客意编写类 及熟而是一带生作等编;加生数,特型生技杂品人种的是处土地和整数人。"目录中型的图,中,作为一类工作的解的 例数。但是理解的,或是一类配合本种生工的类似因为单位数模型的非确实是,全类更添加。

- 查找中生代認計的學生如於個人的負別生態期的學習工具《學校生命的色彩》於《中特日選擇次個人的負擔形》(Thinding Your Colours of the NSS Subject Cholours and the Desentations of Consex Applications*)。 《學述生命的色彩》是不會與鍵程發棄之數十學是古古特益的的為古世級學習其一樣也是出現的學習, 于學出發養訊、約合實質資料的初中体發和緊的介紹及學習達成發挥、與是其他學習經歷,是往鄉會懷賴漢華,是與此作的自我學說與解。此應新於但有轉的自我學說可能的一個一個學說可能的一個一個學問。

學界與兩法生理規劃工具的反應十分理想: 2003-2010學年間会 學報知题的文化中二甲中七級學生使用兩家工具之一: 別域本會與教 育問或觀科學校合作, 共近行了四十多項 會關工作的, 干多位政府 可工工产业增值, 近報增額及實施的支持給予物門十分正要的報酬。 テ人監難。

為他區所數生就改善工具體更有效有效物施、學生、家民來提所 有中共學士孫、台灣學院、大學及法園學校主要沒有可是就是 第一本會然立即作了評估、這种社會的學生的,是一位的經濟 2010年提訂成本,如他訂定條即在這數本集。相關各級大學五人等 提供資料更到升學問者可能的提供表。不大概認此計學起來,因 就可以 使用,但與有限的不均更是完美的一括次生訓解釋及他人利用 致否。







****	項目	單價(己包括送貨費用)	數量	項目小計
THE REPORT OF THE PARTY OF THE	《尋找生命的色彩:新高中科目選擇及個人抱負的探索》 (學生中文版;48頁,全彩色印刷)	\$15@		
	"Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations" (《尋找生命的色彩》學生英文版;48頁,全彩色印刷)	\$15@		
	《生涯地圖:高中事業發展學習工具》 (學生中文版;76頁,全彩色印刷)	\$25@		
	Career Mapping: Career Development Tools for Senior Secondary Students (《生涯地圖》學生英文版;76頁。全彩色印刷)	\$25@		
如果代表的 加度之间 DEE	《生涯地圖:高中事業發展學習工具》職業卡 (中英對照;一套54張,全彩色印刷; 《生涯地圖》教具,不必每學生一套)	\$25@		