

**Diocesan Boys' School**  
**Life Planning Education and Career Guidance**  
**Policy Statement**

The ultimate purpose of Life Planning Education and Career Guidance is to support students' progression for further studies and career development, as well as actualization of personal goals. To this end, the following overarching policies are adopted for the implementation of Life Planning Education and Career Guidance in Diocesan Boys' School:

1. Life Planning Education and Career Guidance are to be provided to ***all students*** (Grade 7 to Grade 12) and should align with their developmental needs at different stages of growth, i.e. self-understanding and development for Grade 7 and Grade 8 students; career exploration for Grade 9 and Grade 10 students; and career planning and management for Grade 11 and Grade 12 students.
2. The provision of Life Planning Education and Career Guidance is the responsibility of ***all teachers***, i.e. a shared commitment among the head teacher, senior teachers, class teachers and subject teachers towards a holistic approach to the implementation of Life Planning Education and Career Guidance.
3. Life Planning Education and Career Guidance are to be evaluated and ***accountable*** to all stakeholders. Evaluation follows the cyclic process of "Planning – Implementation – Evaluation (PIE)" for sustainable development. Transparency and accountability ensure proper use of the Career and Life Planning Grant (CLP Grant).

**Work Plan on Life Planning Education and Career Guidance  
2018 – 2019**

This plan serves as a quick guide to the *major* (not exclusive) work of life planning education and career guidance for students in junior, middle and senior grades. Concerned parties refer to those key people in charge of a particular task but other parties would be called in to help if necessary. At the operational level, the following work plan would be subject to modifications according to the actual needs of students. There is flexibility for students to take part in activities not targeted at their age groups.

| <b>Objectives</b>  | <b>Strategies</b>  | <b>Monitoring/Evaluation</b>   | <b>Concerned parties</b>  | <b>Allocation of CLP Grant</b>   |
|--|--|--|---|--|
| <ul style="list-style-type: none"> <li>• To foster Grade 7 and Grade 8 students' self-understanding and develop positive attitudes towards learning</li> </ul> | <ul style="list-style-type: none"> <li>• To prepare teaching materials and implement a curriculum to guide Grade 7 students to understand their interests, abilities and qualities. (approximately 27 students per teacher)</li> <li>• To prepare teaching materials and implement a curriculum to guide Grade 8 students to relate the result of self-assessment to academic or career goal setting. (approximately 27 students per teacher)</li> </ul> | <ul style="list-style-type: none"> <li>• Grade 7 and 8 students understand their interests, abilities and qualities.</li> <li>• Grade 8 students relate the result of self-assessment to academic or career goals</li> <li>• Grade 7 students develop an electronic profile</li> </ul> | <ul style="list-style-type: none"> <li>• Dean of Students</li> <li>• Student Guidance Team (SGT) members (at least 6)</li> <li>• Grade 7 Class teachers (9)</li> <li>• Grade 8 Class teachers (9)</li> <li>• Social Workers</li> <li>• Further Studies Officer</li> </ul> | <ul style="list-style-type: none"> <li>• Service fees for professional to organize life planning lessons and prepare teaching materials for G7 and G8 students (\$35,548)</li> <li>• Fees for</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Help Grade 7 students develop an electronic profile as a prototype of Student Learning Profile (SLP)</li></ul> | <ul style="list-style-type: none"><li>• Feedback from teachers</li></ul> |  | teaching materials and prizes for students in competitions/activities. (\$ 5,000 approx.) |
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| Objectives   | Strategies   | Monitoring/Evaluation  | Concerned parties  | Allocation of the CLP Grant   |
|--|--|--|--|---|
| <ul style="list-style-type: none"> <li>To facilitate Grade 11 and Grade 12 students in their career planning and management</li> </ul> | <ul style="list-style-type: none"> <li>Organize               <ul style="list-style-type: none"> <li>mock interviews</li> <li>self-account and personal statement workshops</li> <li>briefings on JUPAS, Common Application and UCAS application process</li> <li>information sessions on local and overseas universities</li> <li>visits to local, China and Taiwan universities</li> <li>university taster programmes and camps</li> <li>experience-sharing sessions by old boys on their degree programmes</li> <li>job shadowing, internships, mentorship programme and clinical attachments etc.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Grade 11 students review their career goals</li> <li>Grade 12 students complete university applications (e.g. JUPAS, UCAS and Common Application)</li> <li>Grade 12 students satisfy application requirements (e.g. Personal statement, SLP, OEA etc.)</li> <li>Feedback from students</li> </ul> | <ul style="list-style-type: none"> <li>Dean of Students</li> <li>University counsellors (CFFS)</li> <li>Members of The Greater China Affairs Section</li> <li>Further Studies Officer</li> </ul> | <ul style="list-style-type: none"> <li>Employment of a full-time university counsellor/office manager and Further Studies Officer (\$569, 352)</li> </ul> |

End of Work Plan