



Finding Your Colours Of Life

NSS Subject Choices
and the Development
of Career Aspirations

2010 Edition



**Hong Kong Association of
Careers Masters and Guidance Masters**

香港輔導教師協會

Project Sponsored by Curriculum Development Institute, Education Bureau

Station 0 : The WHAT, WHY and HOW of Finding Your Colours of Life

Prologue

This booklet is the first phase of **Individual Student Planning** – students have the right and responsibility to be in charge of their school life, their learning and subject choices, which pave the way for continuation of study in tertiary institutions, pursuit of professional training, and a very important aspect of their life, choosing an occupation that suits their capabilities, interests and career aspirations. In brief, Individual Student Planning is the starting point of the life-long planning.

Your current decisions on subject choices and even learning experiences inside and outside school have long-lasting impact. Various studies provide evidences that **young people with clear goals (academic or career) gain more satisfaction in their learning, have better achievements and thus enjoy a higher chance of success in pursuit of tertiary education or professional training.**

Individual Student Planning is about making decisions. Critical decisions to be made at different stages of life are both CHALLENGES and OPPORTUNITIES for personal growth – entering Senior Secondary (NSS) Education is definitely one of them. ALL students enjoy the privilege of the New Senior Secondary education, a wider choice of subjects and increased diversity in combination of study choice. The SS curriculum is not offered as “Arts/Commercial/Science” rigid package. But this means decision-making now becomes more complicated.

This booklet is designed with the belief that young people are also able to and need to make informed choice. All start with genuine understanding of themselves, both strengths and constraints. Understanding of the New Senior Secondary curriculum framework is another pre-requisite. However, we should bear in mind that **PLANNING IS AN ON-GOING, FEEDBACK LOOP** – feedback from the previous decision making and its outcomes allows us to **RETHINK OUR GOALS AND MISSIONS IN THE NEXT CRITICAL LIFE-PLANNING DECISION.** Decisions made in S.3 need to be reviewed and the result informs your choices to be made in S.4, 5 or 6.

*Therefore, this is just a BEGINNING,
not an end to tell your fate!*

Concept Map of Career and Life Planning





A letter to students

Dear Student :

Upcoming is an interesting but challenging exploration. For many of you it is the **first time** in your life that you can plan for your choice of subject and your future. There are a few things you need to get ready before you start the journey :

1

Clear your misconceptions on decision making

There are several common misconceptions in decision making model used by young people, when they go through the transition from junior secondary to senior secondary study life :

- ✗ My choice doesn't matter; only the public exam results make a difference
- ✗ My parents and teachers will choose for me
- ✗ I can just follow my best friends' choice
- ✗ To prove that I am superior, I must choose the popular subjects
- ✗ I cannot change my plan of career development once I have made it

2

Find a support partner

Before your start your journey, find a SUPPORT PARTNER, who can be your parents, school teachers and even your friends – someone who you trust, willing to listen, and willing to give you objective advices. However, you are always the one to conduct study, and eventually, the one to choose your occupation and to develop your career path.

3

Find your dream

What is YOUR DREAM? Do you have some personal, study and career goals? Do you know how to work step by step to make them come true? Having positive answers to all these questions does not guarantee success, but your CHANCE TO SUCCEED is higher.

4

Believe that there is no WRONG choice, yet you need to be responsible for your informed choice.

Spare time to understand yourself – your dreams, your interests, your personality and skills you possess. Believe that you are valuable – you can choose to work hard for your goals flexibly, and you are able to contribute to the society. To start with, ask WHO YOU ARE.

Hope you enjoy the journey!

Your supporter

A Few Words to Teachers and Parents

Teachers and Parents are key supporters to students in Individual Student Planning their journey of exploration of self understanding, subject choices, career aspirations and life goals. We should bear in mind, however, that students need to learn how to make decisions, to be responsible for their own choices, and to go through the tough process of actualizing their study and career aspirations independently: **WE ARE THEIR SUPPORTERS, YET YOUNG PEOPLE SHOULD BE GIVEN SPACE TO GROW AND LEARN.** Here are some suggestions for teachers and parents in the process of Individual Student Planning.

Teachers should try to be...

- ◆ Empathetic of their confusion and limitations in making decisions
- ◆ Supportive
- ◆ Motivating
- ◆ Respecting
- ◆ Informative

Parents should try to be...

- ◆ Supportive
- ◆ Motivating
- ◆ Respecting
- ◆ Empathetic of their confusion and limitations in making decisions
- ◆ Understanding that every child is unique and so there is no RIGHT or WRONG choice

Provide students opportunities to...

- ◆ Reflect on their learning experiences in school
- ◆ Acquire understanding of their individual interest, aptitude, personalities
- ◆ Try out career assessment tools or interest assessments
- ◆ Participate in a variety of career-related experiences that stimulate students' career aspirations
- ◆ Discuss and share their problems on individual planning with you, senior students in school and their parents

Help your child by...

- ◆ Supporting them in setting and actualizing short - term and long - term goals
- ◆ Encouraging them to participate in a larger diversity of Other Learning Experiences (OLE) to explore their potential and career interest
- ◆ Encouraging them to make an Individual Student Planning Profile with records and evidences of their involvements / achievements in various aspects
- ◆ Discussing with them information related to further studies, professional training and career options.
- ◆ Discussing with them their interest and hobbies, together with figuring out what they like and dislike and how they can achieve their goals.



Station 1 : Ready for a Journey of Self Exploration?

First of all, answer a tough question to yourself : “WHO AM I ?”

What pop up in your mind? “My name is Allie” “I am fourteen” ; or, “Well, I am sure exactly who I am...”.

Development of career aspirations ALWAYS starts with understanding of self. This process may help you understand yourself better - a YOU who may surprise you! Station 1 offers interesting exercises to help you go through a process of self exploration. With better understanding of YOUR personalities, YOUR skills, YOUR academic interest, YOUR career aspirations, and even YOUR life goals, YOU CAN PLAN YOUR SUBJECT CHOICE WITH GREATER CONFIDENCE AND CAPACITY.





Station 1.1 : WHO AM I ? My First Biography

[Home](#) | [Login](#) | [Sitemap](#) | [Contact Us](#)



My name

I am

(use 3 to 4 words to describe your strengths, e.g. artistic, energetic)

I like to

(3 to 4 things you like to do)

My favourite subjects

I know how to

(2 to 3 skills you have)

My best friends say I am

(2 to 3 comments from your best friends, you may need to ask them)

When I visit the library to borrow or to read a book of my interest,

I will choose

My hobbies

I like to / am proud of participating in

(activity or learning experience inside/outside school)

Because

My Dreams

Time	Dream Occupation	Reason
Kidergarten	<input type="text"/>	<input type="text"/>
Primary School	<input type="text"/>	<input type="text"/>
Now	<input type="text"/>	<input type="text"/>

Station 1.2 : Checking My Academic Achievements and Competence



Academic competence **reflects your ability and interest**. Your scores and grades achieved demonstrate your academic competence. In this activity, you need to be **HONEST** to yourself.

Key Learning Areas (KLA)	Subject (Please fill in the subject names)	My Score or Grade in			Competence Score	Confidence Score	Interest Score
		S.1	S.2	S.3	1 → lowest 5 → highest	1 → lowest 5 → highest	1 → lowest 5 → highest
Chinese language education	Chinese						
English language education	English						
Mathematics education	Mathematics						
Science education							
Personal, social and humanities education							
Arts education							
Technology education							
Physical education	Physical education						



Pause and Think !

Completing the following bubbles is just one of the ways to know more about yourself.
You can also draw pictures or share with your friends in order to complete this part.
And you can jot down some important points to remind yourself.
The most important point is that you have seriously thought over these questions.



In which KLA(s) that your interest, confidence level and competence are well-connected and have got the highest score?

What have you learnt about your academic potential?

To meet your tentative subject choices, which subject(s) do you need to work harder on? How would you do it?

In which areas of your study that you think improvement is necessary? How would you do it?

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.**

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

*'OLE': In S.1-S.3, these are activities organised by school addressing the needs of Whole Person Development. These essential learning experiences are Intellectual Development, Moral and Civic Education, Community Service, Physical and Aesthetic Development and Career-related Activities



Pause and Think !

Ask your supporting partner or your best friend to circle your skills and qualities with a different color pen on p.9. Compare your results with his/hers. What are the things in common and what are the differences? Why?

What do the above records tell about your preference in subject choices in senior secondary level?

How much can you apply these transferable skills developed in your subject choices? Why?

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