



## 生涯規劃的機遇和隱憂

本會與香港中文大學教育學院於二月二十七日合辦施政報告教育論壇 - - 「生涯輔導的機遇和隱憂」，由教育局局長吳克儉先生親臨主禮，香港中文大學教育學院院長梁湘明教授、香港大學教育學院副教授袁文得博士、浸信會呂明才中學校長溫家傑先生任主講嘉賓，席間並由本會副主席何玉芬博士發表前線教師對施政報告「生涯規劃」措施的意見調查結果。

是次論壇吸引了逾三百五十名教育局、大學、中學，以及社福界的同工參加。首先，主禮嘉賓吳克儉局長向參與同工說明政策推行的原因及期望，指出這「生涯規劃」的措施是教育局跟教育前線的同工、工商界及其他專業界別經年累月醞釀出來的成果，是局方對前線訴求的正面積極回應。吳局長期望學校能有專業人員負責跟進校內的生涯規劃工作，對內能有專業知識輔導學生，積極支援校內其他老師；對外則與外間團體機構及業界聯繫，並充分與家長溝通。他鼓勵學校藉此制訂中長期的生涯規劃課程，讓每一位青少年，不論語言膚色、性向能力、特殊需要，個個都敢夢想飛，都可以自信地向自己清晰的目標邁進，達致終身學習，各展所長，學以致用。局長的致辭及對生涯規劃的肯定與承擔獲得全場的掌聲與支持。



主禮嘉賓教育局局長吳克儉先生



中大教育學院院長梁湘明教授

然而，吳局長提及的專業人員該由誰擔任？中大教育學院院長梁湘明教授提供了深刻而具體的答案。梁教授指出成功的生涯輔導必須由學校老師負責，並配合具體的課程及發展策略，學生才能獲得最大得益。他綜合了不同國家地區的研究，說明生涯規劃可幫助學生提升學科成績，提升學生對學校的安全感，促進正面的師生關係

及事業發展，讓學生更能面對工作世界和未來，從而獲得更大的滿足感。跟美國的制度不同，香港的大學一般不可容許每位學生轉科轉系達五次之多，因此，中學階段的個人生涯規劃，讓每位學生能明白個人的興趣與能力，從而學懂如何為自己作恰當的決定便更形重要。梁教授重申，此筆資源必須用於生涯及事業輔導工作上，由學校教師主導，制訂清晰的課程及輔導目標，並輔以合適的策略、跟進及評估，生涯規劃才得以順利發展。

早於二十年前美國政府已推行生涯規劃教育及經驗，每位中學生畢業前都需歷經自我認識、教育、培訓與職業機會探索及生涯規劃三個階段。香港大學袁文得博士從課程的角度闡述生涯規劃與全方位學校輔導系統密不可分的關係。袁博士引用美 National Occupational Information Co-ordinating Committee (NOICC, 國家職業資訊統籌委員會) 的例子，說明生涯規劃作為輔導課程的重要性，並鼓勵香港仿效美國或新加坡發展「一站式」的網上平台，統一及整理所有最新最準確的升學、進修培訓以及職業資訊。他更把學生的生涯規劃的能力譬喻作「自動導航系統」，當學生有了這個系統及統一的資訊平台，而對自己的能力、興趣、價值及未來發展機會有一定掌握時，便可有信心地計劃自己的將來並作出抉擇。由於學生輔導及生涯輔導有些目標是相同的，袁博士主張大家建立一套共同語言，鼓勵跨組別部門的協作，期望可於十年內發展出一個屬於香港本地的生涯輔導發展模式，真正讓每一位青少年各展所長，學以致用。



港大教育學院副教授袁文得博士

另外，為更準確掌握教育前線的現況，本會就施政報告生涯規劃措施於一月下旬發放網上問卷予前線老師，了解他們對有關撥款及推行的「生涯規劃」意見，共獲得來自最少一百六十多間不同背景及組別中學共二百四十份有效回應。本會副主席何玉芬博士在論壇上發表了「生涯規劃」問卷調查的結果（整份報告已刊於本號外第二部份）。



本會副主席何玉芬博士

調查的結果顯示，前線升學輔導老師教擔繁重，每周需平均上課約二十四小時，即每天平均約 5 至 7 節課，在現行制度下完全無暇應付生涯規劃等學生成長及培育工作；而他們均認為成功的生涯規劃，必須採用「全校參與」的模式，輔導老師、班主任、科任老師、學校領導人以至校董會等需共同合作，群策群力。因此，要優化生涯規劃的工作，必須由最熟悉學生，曾受相關培訓的輔導老師負責，並能與班主任和學科老師持續聯繫，協助同工充份掌握多元出路資訊、轉介而非「空降」一名生涯規劃專家到校，全職執行有關職務。



參與論壇的老師和校長

有建議撥款可用來紓緩中學超額教師的壓力，更倡議政府直接把撥款轉為聘請常額教師。學校合理地減省升學輔導老師工作，以騰出空間為學生提供個別諮商、提升各級的生涯規劃教育，原有的課節需由額外人手替代，因此，以撥款聘請合適的教師（包括超額教師）是必然的。但該教席所騰出的課擔及行政職務，必須全數用於減輕升學輔導老師工作及有關生涯規劃的活動上才算公道合理。這樣既可確保政策原意沒被粗暴扭曲，又能適度調動學校人力資源，達致「雙贏」。

浸信會呂明才中學溫家傑校長從學校管理的角度提出了一些很好的思考。他觀察到有些前線校長對生涯規劃的具體內容、認知，以至價值會有落差，因此他鼓勵升學輔導老師主動向校長闡釋生涯規劃的不同工作和範疇，而校長、教育局以及輔導老師之間則可有更多的教育專業對話。時代變了，教育生態也變了——以往一些生涯規劃及升學輔導主要在中三中五及中七進行，但新學制下的生涯規劃是發展性的，換言之每一年級也需按它的獨特需要而設計有關活動。溫校長不反對學校與外間機構合作，但這些合作必須要有長遠而持續的策劃和老師的參與，而非割裂式、欠連續性的服務外判。機遇來臨，溫校長建議學校可先檢視一下校內生涯規劃教育的現況，做些初步的「需要分析」，再有策略地分配資源到需要發展和加強的生涯規劃項目。



浸信會呂明才中學校長溫家傑先生



與會的教育界同工

除了教育局、大學、專業團體、中學校長、前線輔導老師外，與會同工更指出不同辦學團體和校董會的認知和角色問題。中文大學教育學院副院長（研究）王香生教授便鼓勵教育局讓辦學團體學校和校董會成員也認識何謂生涯規劃，讓它在學校落實紮根時有一定的基礎和支持。在歡迎這項措施的同時，與會同工也不約而同地期望教育局要讓校長等學校領導人對生涯規劃有充分的理解和支持，並提供清晰的指引確保資源用於生涯規劃工作上。

論壇從多角度觸及生涯規劃的內容理念、專業架構、推行策略及評鑑、不同持份者角色等重要課題，也是生涯規劃在新學制首三年資源匱乏下的一個階段性總結。在揭開新一頁的同時，如何讓各持份者充分了解何謂生涯規劃，如何確保款項用得其所，如何幫助減輕輔導老師的工作量，支援他們的專業發展需要，讓老師更有效地在全校及個人層面推行生涯規劃給予每一位學生，將是局方與學術界、教育界及輔導專業界別須共同努力的迫切議題。



論壇後的大合照

# Report on Survey of Careers Teachers' Views on "Strengthening Life Planning" in Policy Address 2014

By Hong Kong Association of Careers Masters and Guidance Masters Ltd. (HKACMGM) 2014

## Background:

The Policy Address 2014 signifies a milestone of career guidance and education in Hong Kong. The Government provides a pledge to "fosters a culture of multi-faceted excellence and helps nurture young people through education, employment and whole-person development. We provide them with diversified learning, training and development opportunities that match their abilities, aspirations and education levels." (Paragraph 90)

In light of this mission, "the EDB will increase the manpower of the Career Guidance Team to provide holistic support to schools in providing career guidance service and life planning education. From the 2014/15 school year, public sector schools operating classes at senior secondary levels will be provided with an additional recurrent grant equivalent to the salary of a graduate teacher to introduce more life planning education elements. In parallel, the Government will encourage greater participation of business establishments and engage more community resources in the Business-School Partnership Programme. We will also allocate additional resources to NGOs to enhance career guidance for secondary students in collaboration with schools." (Paragraph 105)

The additional recurrent grant, from HKACMGM's view, is the milestone to step up professionalism of the school career counsellors for betterment of service. We thus initiate the survey to collect views and suggestions from career masters/mistresses of member schools. The results would become the empirical basis of our stands and recommendations to be sent to the EDB and the public.

Invitation email was sent to about 2000 career teachers in the Association's database, on 23 January 2014, to complete the on-line survey. By the deadline of survey (15 February 2014; during the period of survey, there was Lunar New Year Holidays), 240 completed survey records were collected.

The results were first disseminated in the Forum on Career Guidance: Opportunities and Concerns, co-organized by CUHK and HKACMGM, on 27 February 2014. Over 300 educators participated in the Forum, with a coherent voice developed towards the needs of students to have career and life planning in their secondary school period, strategies of development in schools, and expectations towards the Education Bureau to foster career guidance by taking up a more leading role in collaboration with academics and professional bodies in the field. Views voiced and collected in the Forum have been incorporated in this report under "Interpretations" of different sections.

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## I. Information on School

### 1. Funding Model

Value	Count	Percent
Government	21	8.8%
Aided	195	81.3%
DSS	24	10.0%
Private	0	0.0%
<b>Total</b>	<b>240</b>	<b>100%</b>

### 2. Number of Classes

Statistics	
Total Responses	240
Mean.	26.5
SD	5.0

### 3. Number of Students

Statistics	
Total Responses	240
Mean.	917.2
SD	692.6

### 4. Being member schools of HKACMGM in 2013-2014

Value	Count	Percent
Yes	234	97.5%
No	6	2.5%

### 5. Student Academic Background

Value	Count	Percent
Mainly Band 1	68	28.3%
Band 1-2	27	11.3%
Mainly Band	55	22.9%
Band 2-3	37	15.4%
Mainly Band 3	53	22.1%

### 6. Approximate number of SENs in school

Value	Count	Percent
<b>0-50</b>	182	75.83%
<b>51-100</b>	44	18.33%
<b>101-150</b>	9	3.75%
<b>151-200</b>	4	1.67%
<b>201-250</b>	0	0.00%
<b>251-300</b>	1	0.42%

**7. Approximate number of NCS in schools**

Value	Count	Percent
0	112	46.67%
1-3	66	27.50%
4-6	28	11.67%
7-9	0	0.00%
>10	34	14.17%

**II. Personal Particulars**

**8. Role**

Value	Count	Percent
Careers master/mistress	164	68.3%
Careers teacher	76	31.7%

**9. Gender**

Value	Count	Percent
Female	154	64.2%
Male	86	35.8%

**10. Year of experience in career guidance**

Statistics	
Total Responses	240
Mean.	9.8
SD	6.9

**11. Number of members in the careers team**

Statistics	
Total Responses	240
Mean.	6.2
SD	2.2

value	Count	Percent
1-3	18	7.50%
4-6	129	53.75%
7-9	76	31.67%
>10	17	7.08%

**12. Mean number of teaching hours per week**

Statistics	
Total Responses	240
Mean.	23.7
SD	62.2

**13. Mean number of hours spent on career guidance per week**

Statistics	
Total Responses	240
Mean.	7.6
SD	7.2



Value	Count	Percent
<b>0-5</b>	118	49.17%
<b>6-10</b>	83	34.58%
<b>11-15</b>	25	10.42%
<b>16-20</b>	6	2.50%
<b>&gt;=21</b>	8	3.33%

**14. Mean number of hours spent on other non-teaching duties per week**

Statistics	
Total Responses	240
Mean.	8.6
SD	7.1

Value	Count	Percent
<b>0-5</b>	114	47.50%
<b>6-10</b>	81	33.75%
<b>11-15</b>	21	8.75%
<b>16-20</b>	11	4.58%
<b>&gt;=21</b>	13	5.42%

**15. Careers Teachers' training courses attended/attending**

Value	Count
<b>Certificate Course in Career Education / Guidance for Secondary School Teachers (HKUSPACE/CUHK/VTC/ CityU SCOPE)</b>	180
<b>Postgraduate Certificate in Advanced Educational Studies in Career Education and Counselling (HKU Faculty of Education)</b>	12
<b>Course on Careers Guidance in Secondary Schools (CityU SCOPE + HKACMGM)</b>	55
<b>Others</b>	36

**Interpretation:**

Reponses were collected from at least 164 schools, assuming that there is only one career master/mistress in each school. Respondents were relatively experienced in career guidance, with a mean of over 9 years of shouldering career guidance as one of the non-teaching duty. Workload is always an area of concern. Based on the data, teachers had to take up 23.7 hours of teaching per week, equivalent to around 36 periods (40-min lesson). Comparing with career guidance, they had to put even more time in other non-teaching duties (mean value of 7.6 hr vs. 8.6 hr per week). Work intensification is the obstacle that impedes quality career guidance service for students and continuous professional development of career teachers in schools.

### III. Views on development of career guidance

#### A. Views on objectives of career guidance in schools

Items	Distribution (count/%)						Mean*	SD	Rank Order	Responses
	Strongly agree	Agree Somewhat	Agree a Little	Disagree a Little	Disagree Somewhat	Strongly Disagree				
Provide students with opportunities and support for career development and life planning.	69 31.7%	109 50.0%	39 17.9%	1 0.5%	0 0.0%	0 0.0%	<b>4.13</b>	0.71	<b>1</b>	218 90.8%
Conduct classroom career guidance activities (including programs and curriculum) for all classes at their corresponding developmental levels.	61 28.0%	116 53.25	35 16.1%	4 1.8%	1 0.5%	1 0.5%	<b>4.05</b>	0.79	<b>2</b>	218 90.8%
Facilitate educational and career planning for each student	53 24.4%	101 46.5%	46 21.2%	12 5.5%	3 1.4%	2 1.0%	<b>3.84</b>	0.96	<b>4</b>	217 90.4%
Ensure responsive services are available to students in need, such as individual counseling, group guidance, peer mediation programs.	60 27.5%	103 47.3%	46 21.1%	6 2.75%	3 1.4%	0 0.0%	<b>3.97</b>	0.85	<b>3</b>	218 90.8%
Create a support system for students, parents and teachers such as peer tutoring scheme, teacher development and consultation service, parent education program, cross-curricular and extra-curricular activities that facilitate student self-development and services to the community.	35 16.1%	84 38.5%	73 33.5%	19 8.7%	3 1.4%	4 1.8%	<b>3.53</b>	1.04	<b>5</b>	218 90.8%

Remarks: \* mean value is calculated with “strongly disagree” scored as 0, and “strongly agree” scored as 5.

#### **Interpretation:**

Considering the distribution and mean values of the objectives, it is encouraging to have respondents demonstrating a positive response towards the five items stemmed from the comprehensive guidance program – a model derived from Prof. Norman Gysbers on holistic development of students in schools. Career guidance is more than a remedial service of career information provision; respondents regarded “provide students with opportunities and support for career development and life planning”, a person-centered and developmental goal, as the most important function of career guidance. In general, there is an emerging shared mission among career teachers towards career guidance.

**B. Strategies to career and life planning/career guidance to suit the needs of Hong Kong students in the context of New Academic Structure**

Items	Distribution (count/%)						Mean *	SD	Rank Order	Responses
	Strongly agree	Agree Somewhat	Agree a Little	Disagree a Little	Disagree Somewhat	Strongly Disagree				
Utilize the additional recurrent grant to relieve significant portion of teaching workload of career master/mistress (team head) for stepping up career guidance through internal and external coordination, individual guidance and planning, and curriculum planning and implementation.	169 70.7%	55 23.0%	10 4.2%	3 1.3%	1 0.4%	1 0.4%	<b>4.6</b>	0.73	<b>1</b>	239 99.6%
Utilize the additional recurrent grant to relieve teaching workload of career teachers in the team for stepping up career guidance through internal and external coordination, individual guidance and planning, and curriculum planning and implementation.	150 62.5%	64 26.7%	17 7.1%	7 2.9%	1 0.4%	1 0.4%	<b>4.5</b>	0.84	<b>3</b>	240 100%
Establish comprehensive guidance framework on career guidance and life planning that defines and provides guidelines and good practices on quality career guidance in schools.	135 56.5%	83 34.7%	16 6.7%	3 1.3%	2 0.8%	0 0.0%	<b>4.4</b>	0.75	<b>4</b>	239 99.6%
Develop and use career assessment tools to facilitate individual career planning and career aspirations of students with different needs.	114 47.5%	101 42.1%	16 6.7%	7 2.9%	1 0.4%	1 0.4%	<b>4.3</b>	0.81	<b>7</b>	240 100%
Develop and use career guidance curriculum for junior and senior forms to facilitate individual career planning and career aspirations of students with different needs.	132 55.2%	95 39.7%	8 3.3%	2 0.8%	1 0.4%	1 0.4%	<b>4.5</b>	0.71	<b>2</b>	239 99.6%
Establish partnership (rather than contracting out services) with NGOs on provision of quality career guidance programs and career-related experiences to students.	118 49.2%	95 39.6%	23 9.6%	1 0.4%	1 0.4%	2 0.8%	<b>4.3</b>	0.81	<b>6</b>	240 100%
Formulate and provide systematic career counselling training on post-graduate level and continuous development for careers teachers in school.	109 45.4%	99 41.3%	22 9.2%	7 2.9%	2 0.8%	1 0.4%	<b>4.3</b>	0.86	<b>9</b>	240 100%

Items	Distribution (count/%)						Mean *	SD	Rank Order	Respo nses
	Strongly agree	Agree Somewh at	Agree a Little	Disagree a Little	Disagree Somewh at	Strongly Disagree				
Equip career teachers with adequate competence in planning and delivery of career guidance, and up-to-date career information of different multiple-pathways and workplace.	129 53.8%	91 37.9%	16 6.7%	2 0.8%	1 0.4%	1 0.4%	<b>4.4</b>	0.75	<b>5</b>	240 100%
Organize seminars and workshops for school leaders on comprehensive guidance and career guidance facilitate their understanding on the area.	121 50.6%	86 36.0%	21 8.8%	6 2.5%	3 1.3%	2 0.8%	<b>4.3</b>	0.93	<b>8</b>	239 99.6 %
Set guidelines for schools to report how the additional recurrent grant is used annually “to introduce more career/life-planning education elements”.	105 43.8%	80 33.3%	35 14.6%	8 3.3%	5 2.1%	7 2.9%	<b>4.0</b>	1.17	<b>10</b>	240 100%

Remarks: \* mean is calculated with “strongly disagree” scored as 0, and “strongly agree” scored as 5.

### **Interpretation:**

Echoing the shared objectives on career guidance, respondents agreed among various strategies proposed by HKACMGM in the survey in order to incorporate career and life planning in the context of the New Academic Structure. It is understandable that they strongly urged for a relief of teaching workload of the career masters/mistress due to the fact that majority of the respondents were taking up that role. Yet relieving workload of career teachers in the team is strongly supported by respondents as a whole, making this item ranked third in the list.

To step up career guidance in schools, several strategies are highly regarded as essential: curriculum development, formulation of contextualized career assessment tools, professional development of career teachers as specialists of the field, and soliciting support and understanding from school leaders. In response to the significant increase in resource given to schools to facilitate career guidance, respondents agreed that guidelines are needed on how the recurrent grant is to be effectively used to bring about authentic changes and most importantly, as means to introduce more career and life planning education elements for students.

In view of queries of some local educators on the utilization of the recurrent grant, the HKACMGM strongly proposes that the beneficiaries of the grant should align with its policy objectives! School leaders are expected to conduct school-based needs analysis of career guidance service in school, professional development needs of their existing career guidance teachers, and to derive planning – about the career and life planning education elements and the delineation of the fund as well – in line with the “Recommendation for Secondary Schools under the New Academic Structure”<sup>1</sup>, the existing guiding framework on career guidance and education in schools developed by EDB. Schools and career teachers should be made accountable, in terms of the utilization of resources, services meeting individual needs of students in career and life planning, and professional standards of provision largely determined by the competencies of career teachers in

<sup>1</sup> Document development by EDB in 2011; retrievable at <http://www.edb.gov.hk/en/student-parents/careers-guidance/about-careers-guidance/cg-recommendations-for-secondary-school-under-nas.html>

career guidance. In Appendix 1, there is an example showing how a school may allocate the fund effectively to relieve workload of career teachers with additional manpower for the whole school.

To investigate whether there are discrepancies in views towards the above strategies from schools with different academic background (based on self-reported “banding” of students) and role played by respondents (whether they are career masters/mistresses or career team members), effect size analysis comparing responses from different categories was conducted, with results presented in the following two tables. We used to think that Band 1 schools tended underestimate significance of career guidance because majority of their students would have little problem with pursuing tertiary education given their good public examination results. Nevertheless, the comparative study reveals that career teachers having students with higher intake DID NOT rate the set strategies related to career guidance less important in the context of New Academic Structure, in many items their mean scores were even higher than the other two groups, such as the need to formulate career assessment tools and to develop career guidance curriculum. Though the effect size values are regarded as small or medium for all items with variations among groups, the implications are highly positive. In fact, career guidance has been equally and positively regarded as essential and pivotal for student development disregard student academic background.

## Effect Size Analysis – Based on academic background

Question	Mean of group*			Effect Size**		
	High student intake	Medium student intake	Low student intake	Comparing high & medium intake	Comparing high & low intake	Comparing medium & low intake
Utilize the additional recurrent grant to relieve significant portion of teaching workload of career master/mistress (team head) for stepping up career guidance through internal and external coordination, individual guidance and planning, and curriculum planning and implementation.	4.62	4.62	4.58	Small	Small	Small
Utilize the additional recurrent grant to relieve teaching workload of career teachers in the team for stepping up career guidance through internal and external coordination, individual guidance and planning, and curriculum planning and implementation.	4.62	4.39	4.45	Medium	Medium	Small
Establish comprehensive guidance framework on career guidance and life planning that defines and provides guidelines and good practices on quality career guidance in schools.	4.50	4.50	4.25	Small	Medium	Medium
Develop and use career assessment tools to facilitate individual career planning and career aspirations of students with different needs.	4.47	4.28	4.23	Medium	Medium	Small
Develop and use career guidance curriculum for junior and senior forms to facilitate individual career planning and career aspirations of students with different needs.	4.53	4.48	4.38	Small	Medium	Small
Establish partnership (rather than contracting out services) with NGOs on provision of quality career guidance programs and career-related experiences to students.	4.32	4.46	4.09	Medium	Medium	Medium
Formulate and provide systematic career counselling training on post-graduate level and continuous development for careers teachers in school.	4.35	4.24	4.21	Small	Small	Small
Equip career teachers with adequate competence in planning and delivery of career guidance, and up-to-date career information of different multiple-pathways and workplace.	4.57	4.38	4.34	Medium	Medium	Small
Organize seminars and workshops for school leaders on comprehensive guidance and career guidance facilitate their understanding on the area.	4.49	4.28	4.10	Medium	Medium	Medium
Set guidelines for schools to report how the additional recurrent grant is used annually “to introduce more career/life-planning education elements”.	4.07	3.95	4.23	Small	Small	Medium

Remarks: \* mean is calculated with “strongly disagree” scored as 0, and “strongly agree” scored as 5. \*\* Effect size values  $\leq 0.2$ ,  $0.2 - \leq 0.8$ , and  $\geq 0.8$  are regarded as small, medium and large respectively.

## Effect Size Analysis – Based on role of teacher

Question	Mean		Effect Size
	Career master/mistress	Career teachers	
Utilize the additional recurrent grant to relieve significant portion of teaching workload of career master/mistress (team head) for stepping up career guidance through internal and external coordination, individual guidance and planning, and curriculum planning and implementation.	4.68	4.46	Medium
Utilize the additional recurrent grant to relieve teaching workload of career teachers in the team for stepping up career guidance through internal and external coordination, individual guidance and planning, and curriculum planning and implementation.	4.45	4.50	Small
Establish comprehensive guidance framework on career guidance and life planning that defines and provides guidelines and good practices on quality career guidance in schools.	4.40	4.54	Small
Develop and use career assessment tools to facilitate individual career planning and career aspirations of students with different needs.	4.23	4.51	Medium
Develop and use career guidance curriculum for junior and senior forms to facilitate individual career planning and career aspirations of students with different needs.	4.44	4.55	Small
Establish partnership (rather than contracting out services) with NGOs on provision of quality career guidance programs and career-related experiences to students.	4.34	4.36	Small
Formulate and provide systematic career counselling training on post-graduate level and continuous development for careers teachers in school.	4.21	4.38	Medium
Equip career teachers with adequate competence in planning and delivery of career guidance, and up-to-date career information of different multiple-pathways and workplace.	4.38	4.51	Small
Organize seminars and workshops for school leaders on comprehensive guidance and career guidance facilitate their understanding on the area.	4.24	4.42	Small
Set guidelines for schools to report how the additional recurrent grant is used annually “to introduce more career/life-planning education elements”.	3.90	4.36	Medium

Remarks: \* mean is calculated with “strongly disagree” scored as 0, and “strongly agree” scored as 5. \*\* Effect size values  $\leq 0.2$ ,  $0.2 - \leq 0.8$ , and  $\geq 0.8$  are regarded as small, medium and large respectively.

**C. Current conditions regarding career guidance in schools and expected changes with additional resources**

Items	Current conditions regarding career guidance in schools ("My school has provided adequate support to students with respect to that function")									Expected changes with Additional Resources ("The function could be facilitated with the additional fund from EDB")									Effect Size
	Strongly agree	Agree Some what	Agree a Little	Disagree a Little	Disagree Some what	Strongly Disagree	Mean	SD	Rank Order	Strongly agree	Agree Some what	Agree a Little	Disagree a Little	Disagree Some what	Strongly Disagree	Mean	SD	Rank Order	
Collect and disseminate careers information through various means.	130 54.2 %	64 26.7 %	14 5.8%	3 1.3%	0 0.0%	0 0.0%	<b>3.7</b>	0.80	<b>1</b>	73 30.7 %	58 24.4 %	18 7.6%	12 5.0%	6 2.5%	0 0.0%	<b>3.7</b>	1.26	14	Small
Prepare students transcripts or recommendations.	83 34.6 %	77 32.1 %	30 12.5 %	9 3.8%	1 0.4%	0 0.0%	<b>3.5</b>	1.05	<b>3</b>	71 29.8 %	60 25.2 %	31 13.0 %	12 5.0%	6 2.5%	0 0.0%	<b>3.5</b>	1.27	15	Small
Support students to produce a career portfolio/SLP for their individual career planning.	70 29.2 %	93 38.8 %	41 17.1 %	14 5.8%	4 1.7%	0 0.0%	<b>3.1</b>	1.07	<b>9</b>	95 39.9 %	47 19.7 %	14 5.9%	4 1.7%	4 1.7%	0 0.0%	<b>3.9</b>	1.07	8	Medium
Implement a school-based career guidance curriculum (e.g. Finding Your Colours of Life, Career Mapping) for junior and senior forms.	85 35.4 %	74 30.8 %	29 12.1 %	16 6.7%	11 4.6%	0 0.0%	<b>3.2</b>	1.24	<b>6</b>	85 35.7 %	44 18.5 %	14 5.9%	3 1.3%	6 2.5%	0 0.0%	<b>3.9</b>	1.14	7	Medium
Organize career guidance programmes for all levels.	91 38.1 %	78 32.6 %	28 11.7 %	15 6.3%	0 0.0%	0 0.0%	<b>3.4</b>	1.04	<b>5</b>	83 34.9 %	39 16.4 %	5 2.1%	2 0.8%	4 1.7%	0 0.0%	<b>4.1</b>	1.01	1	Medium
Initiate whole-school approach of career guidance, including staff development on career planning and coordination with class teachers.	64 26.7 %	84 35.0 %	46 19.2 %	21 8.8%	12 5.0%	0 0.0%	<b>2.9</b>	1.21	13	84 35.3 %	51 21.4 %	11 4.6%	2 0.8%	4 1.7%	0 0.0%	<b>4.0</b>	1.05	6	Large
Conduct career interest assessment(s) (e.g. Career Interest Inventory, CII) for students with follow-up guidance and counselling whenever necessary.	65 27.1 %	86 35.8 %	37 15.4 %	34 14.2 %	8 3.3%	0 0.0%	<b>2.8</b>	1.2	14	86 36.1 %	39 16.4 %	10 4.2%	2 0.8%	4 1.7%	0 0.0%	<b>4.1</b>	1.04	4	Large
Provide individual guidance and consultation on career decisions or transitions.	80 33.3 %	73 30.4 %	38 15.8 %	29 12.1 %	5 2.1%	0 0.0%	<b>3.0</b>	1.19	10	80 33.6 %	35 14.7 %	14 5.9%	2 0.8%	4 1.7%	0 0.0%	<b>4.1</b>	1.08	3	Large
Support students to learn	107	76	22	11	2	0	<b>3.4</b>	0.99	4	89	35	12	1	4	0	<b>4.1</b>	1.03	2	Medium



Items	Current conditions regarding career guidance in schools ("My school has provided adequate support to students with respect to that function")									Expected changes with Additional Resources ("The function could be facilitated with the additional fund from EDB")									Effect Size
	Strongly agree	Agree Some what	Agree a Little	Disagree a Little	Disagree Some what	Strongly Disagree	Mean	SD	Rank Order	Strongly agree	Agree Some what	Agree a Little	Disagree a Little	Disagree Some what	Strongly Disagree	Mean	SD	Rank Order	
about, explore and apply for various options in the multiple-pathways.	44.6 %	31.7 %	9.2%	4.6%	0.8%	0.0%				37.4 %	14.7 %	5.0%	0.4%	1.7%	0.0%				
Provide follow-up support to students after leaving school.	32 13.3 %	57 23.8 %	49 20.4 %	62 25.8 %	31 12.9 %	0 0.0%	<b>2.1</b>	1.37	16	73 30.7 %	62 26.1 %	29 12.2 %	11 4.6%	14 5.9%	0 0.0%	<b>3.3</b>	1.37	16	Large
Help students to develop values, knowledge, skills and attitude about work.	55 23.0 %	98 41.0 %	57 23.8 %	16 6.7%	2 0.8%	0 0.0%	<b>2.9</b>	1.00	11	95 39.9 %	51 21.4 %	5.9% 14	3 1.3%	4 1.7%	0 0.0%	<b>3.9</b>	1.06	10	Large
Organize and support student to participate in career-related experiences (including job-shadowing, internship...etc) that facilitate personal growth and their understanding of various occupations/professions.	65 27.2 %	83 34.7 %	42 17.6 %	28 11.7 %	7 2.9%	0 0.0%	<b>2.9</b>	1.19	12	93 39.1 %	41 17.2 %	8 3.4%	3 1.3%	5 2.1%	0 0.0%	<b>4.0</b>	1.06	5	Large
Liaise with and organize career guidance activities (e.g. talks) for parents.	84 35.0 %	87 36.3 %	25 10.4 %	20 8.3%	6 2.5%	0 0.0%	<b>3.2</b>	1.14	7	87 36.6 %	55 23.1 %	18 7.6%	6 2.5%	5 2.1%	0 0.0%	<b>3.7</b>	1.15	11	Medium
Liaise and collaborate with employers, alumni and representatives from different occupations to provide career guidance activities related to the workplace.	56 23.3 %	85 35.4 %	46 19.2 %	29 12.1 %	13 5.4%	0 0.0%	<b>2.7</b>	1.23	15	88 37.0 %	50 21.0 %	17 7.1%	0 0.0%	6 2.5%	0 0.0%	<b>3.9</b>	1.1	9	Large
Liaise with professional organizations, e.g. HKACMGM.	96 40.0 %	73 30.4 %	22 9.2%	5 2.1%	5 2.1%	0 0.0%	<b>3.5</b>	1.07	2	89 37.4 %	45 18.9 %	17 7.1%	9 3.8%	7 2.9%	0 0.0%	<b>3.7</b>	1.23	12	Small
Seek substantial support from the Principal and school leaders.	67 27.9 %	79 32.9 %	46 19.2 %	14 5.8%	6 2.5%	0 0.0%	<b>3.1</b>	1.18	8	73 30.7 %	53 22.3 %	19 8.0%	10 4.2%	6 2.5%	0 0.0%	<b>3.7</b>	1.25	13	Medium

Remarks: \* mean is calculated with "strongly disagree" scored as 0, and "strongly agree" scored as 5. \*\* Effect size values  $\leq 0.2$ ,  $0.2 - \leq 0.8$ , and  $\geq 0.8$  are regarded as small, medium and large respectively.

### ***Interpretation:***

In this section we collected views of respondents towards the same set of items – functions of career guidance in schools – on two different dimensions, (1) how these functions have been fulfilled in current situations; and (2) changes expected on these functions with additional resources provided by the government. Comparison of mean values, by computation of effect size, provides inspiring messages with indicators of what and how the recurrent grant should be spent on.

In line with similar previous studies by HKACMGM, “collect and disseminate career information through various means” was ranked first in terms of the self-reported adequacy of service provision currently in place. It is also noteworthy that mean scores of items, in comparison with rating of the previous sections, could be quite low. This indicates that career teachers were not satisfied with adequacy of some functions related to career guidance. With their limited capacity, career teachers tended to disseminate career information to cohorts with immediate transition needs, to support them through mass talks and quick-fit strategies such as matching public examination results and admission standards, but very limited has been or could be done to equip students with career management skills, including self-exploration, individual guidance and counselling, continuous review of education or vocational planning, let alone career decision skills that are all sustainable to make our young generation life-long learners.

Analysis of the effect size study identifies seven functions that are expected to have significant improvement (those with large effect size) with the additional resource given to schools. These are functions that were under-developed with inadequate provision in the existing context. HKACMGM thus argues that they are what ALL schools should focus on. To allow the government, stakeholders and even the public to assess whether the recurrent grant has been utilized effectively by schools, these functions are key components of scrutiny:

- Initiate whole-school approach to career guidance, including staff development on career planning and coordination with class teachers
- Conduct career interest assessment(s) (e.g. Career Interest Inventory, CII) for students with follow-up guidance and counselling whenever necessary
- Provide individual guidance and consultation on career decisions or transitions
- Provide follow-up support to students after leaving school
- Help students to develop values, knowledge, skills and attitude about work
- Organize and support student to participate in career-related experiences (including job-shadowing, internship, etc) that facilitate personal growth and their understanding of various occupations/professions.

- Liaise and collaborate with employers, alumni and representatives from different occupations to provide career guidance activities related to the workplace.

### ***Conclusion:***

We advocate for changes that bring authentic changes in schools. We respect schools' professional judgment and flexibility to use resources; but all in all, student benefits should be given a higher priority than administrative considerations.

We are fully supportive toward the policy recommendations. Yet it is a long journey to build consensus and shared understanding among various stakeholders on WHAT, WHY and HOW of career education, career guidance, career and life planning. The career teacher community has demonstrated an emerging and solid vision and missions towards the long, challenging yet essential fight for the betterment of our young generation, who should be given guidance, counselling and support to formulate their career aspirations, educational planning, and develop career management skills that prepare them as life-long learners in society.

The government needs to work closely with the academics and professional bodies, and even invite competent NGOs, to derive strategies, resource platforms, share exemplars, and discuss how professional standards of career teachers could be stepped up sustainably.

## ***Other suggestions, comments or concerns you have on the recommendations from Policy Address in relation in career guidance***

- Administrative duties of Careers Masters (e.g. being class teachers) should be relieved.
- It should be compulsory to free professional career teachers to counsel students.
- More government support in terms of finance and networking is needed.
- More practical ideas and successful cases need to be shared by different schools.
- The added teacher must have high-quality careers guidance know-how.
- The funding may not be properly used for life planning of students
- Just manpower is not enough, guidelines should be given
- This is a good beginning
- Workload will be increased as there will more paper work and reports to be done
- We are not sure whether the school would like to have a thorough discussion with the Career Guidance Committee on how to spend their money such as simply hiring an administrative staff or reducing the teaching load of the relevant committee members so that they can be more professional in planning and organizing programmes for students. Certainly, the second example would be more effective as the relevant committee members know well about their own student needs.
- Regulatory measures should be in place to scrutinize and follow up whether schools utilize the funding effectively and timely on relieving teacher workload and promoting programs relevant to career guidance and life planning
- Worried that the school may utilize the extra allowance for career guidance for other purposes instead of career guidance.
- Ideally, life planning / careers guidance should be part of a comprehensive whole-person development programme. School leaders (Principal / Vice-Principals) should take the helm in integrating & prioritizing student support measures so that students will be given beneficial & manageable input facilitating various aspects of their development. Additional life planning grant should not mean a large no. of extra programmes that overwhelm students. More importantly, life planning is not the sole responsibility of Careers Teachers. School leaders may use the life planning grant for other student support measures, or merge it with other funds (eg MNE grant). The focus on life planning / careers guidance may thus be blurred. A clear delineation of how the grant should be used is needed. Schools should also be accountable for how the money has been used. Employing an additional "Life Planning / Careers Teacher" with the grant may not be as effective as reducing the workload of existing Careers Teachers to give them room for better careers guidance. We need teachers who know the students well & have worked together as a team, not an external expert who is little acquainted with the school culture. Reducing 2-4 lessons per week for each Careers Teachers (assuming there's a team of 5-6) will already create a positive impact. Class Teachers of S3 & S6 should also be relieved of 1 lesson a week, a symbolic gesture of support for them as they've been drafted into careers guidance of their form. As far as possible, Careers Teachers should be relieved of Class Teacher duties. This way they have more flexibility in running careers programmes in assembly time.
- How to ensure the school management will use the entire funding on the development of career guidance and counselling?
- I'm worried that with the extra grant, we have to implement a whole-school career education curriculum without enough support and input. Besides, I'm afraid the use of the grant will introduce a large amount of clerical work such as writing up report, financial accounts etc.
- More money should be provided for school to offer a holistic career guidance from junior to senior secondary students.
- We need an experienced person to share the workload of doing career guidance. If we use the fund to hire an office staff to share the clerical work, this clerk may also need to do the whole school clerical work. If we use the fund to hire a counselor, this counselor may also need to do the whole school social worker to handle other cases not related to careers. So most likely we use this fund to hire a teacher, but it may at the same time increase the workload of the whole careers section, I am worried that finally the workload of teachers in the careers team is still the same without some release.
- The idea is good. But I hope the \$ really helps as it is supposed to be. The present situation is that career mistress is heavily overloaded with teaching duties. In my case, I have to teach 3 senior form English + Activity lessons + ERS lesson. Apart from the heavy marking (for language teachers), there are tons of administration work. In addition to the coordination of Career Guidance Committee, I also have to be responsible for the management work of Teacher Assistants. It supposed to be a good idea to school to recruit TAs to help teachers. But to me, the scheme increases tons of my admin. work !! I have reflected my view to school but it was not heard.
- How much teaching should the GM teacher need to take up every week ? Will it be a permanent funding / policy to career guidance? If it is just for 3 or 4 years temporary post or funding, what effect would this policy have on our students?
- It is good news funding is allocated for careers section but I am worried that careers teachers have to spend more time than before on drafting proposals and prepare reports, which will only increase their burden
- Principals or schools should be advised by EDB that the extra funding should be primarily used to relieve the teaching load of Career masters so that they can put more time and effort to promote career edu at schools and attend to individual student needs
- The fund should be solely used for life-planning-related purposes and primarily on relieving teachers' workloads for the betterment of delivery career guidance services to students. - Principals / vice-principals should be briefed on the rationales and practices of life planning / career guidance before deployment of money and manpower under the policy. - Some principals openly stated that organizing a district-level / regional careers fair is already evidence of good career

guidance services of school --- such one-off, parochial, fragmented view and understanding MUST be rectified before fruits are to be ripe.

- I worry that will increase admin. workload. Personal experience - the "implementation" of the teacher assistant (TA) has increased my adm. workload because I have to be responsible for the management of TAs. That scheme was supposed to "create space" for teachers to work on teaching and learning, but for me it squeezed MY TIME to "create space" for my colleagues !!! I'm afraid that we, career masters/mistresses will have to do more adm. work. but not really benefit students directly.
- Additional fund may not be used for Career Guidance, as it is not restricted for using the money on Career Guidance.
- It is hoped that the grant can be legitimately used on career guidance and related student support instead of being utilized for other purposes at the discretion of the administration. Another concern is how the grant can be used in order that the teaching/administrative load of career teachers can be lessened, and as a result, they can have the time to administer career-related duties of the school and, and in the long-run, develop better planning for their schools.
- Make sure that the money is spent on careers guidance and counselling rather than other purposes. Though careers guidance is one of the major concerns in our school, we only have 4 GM teachers, 1 CM teacher and 1 lab technician (we fought for one more staff last year), with an mean of 25 periods/41 periods/week and had to hold two parents' nights. The careers mistress was one of the speakers of 2 other parents' nights. (Totally, there were 5 parents' nights in each academic year). The manpower is profoundly inadequate for these three years. We have to use our own free periods to carry out career lessons. Careers guidance in our school is definitely ignored by the school principal and vice-principal. Where can we voice out our frustration and anger?
- Too much emphasis on furthering studies in China. More should be on increasing the government funded intake quota of local universities.
- Reducing the workload can definitely help the teachers conduct more effective individual or group career counselling and life planning workshops for students.
- The professional employed should involve in planning the activities for all forms and career team member can help carry out the activities. 2. However, it is hard to employ suitable person with experience in career counselling in senior form. Should the professional qualification of the counsellor be a degree holder with social work qualification? or just a degree holder? 3. Guidelines should be set for how the funding can be used, 4. Just to reduce the lessons of career mistress or teachers cannot help solve the problem in career education. 5. Please pay attention to the teaching load of careers master. Can you imagine a careers mistress experienced a total of 33 lessons out of 45 per week in the year 2009-2010 with all senior forms with public exams and 28 lessons during the double cohort year? 5. Can some duties like student learning profile be assigned to other functional board instead of careers board? It seems that the new activities related to NSS are all assigned to careers board.
- My school has already indicated that the additional funding will not be used in careers guidance as there are other more urgent needs in providing clerical support to the whole school. If careers guidance is to be rendered more properly as what was indicated in the Policy Address, it is important to indicate clearly that the fund can only be used in careers guidance work and to employ careers guidance assistant or seek for NGO services to help in just careers guidance work in school.
- Principals should give enough room for the career department to develop the programmes related to the life planning education. All career masters should have the status of professional recognition in school. Their role is more on career counselling instead of teaching.
- It is difficult to make non-career teachers recognize the importance of career education. To seek consensus among all teachers is important in order to implement career education in a whole-school approach.
- whether the additional fund could really alleviate careers teachers' workload; it creates new workload on careers teachers; the fund is used in the original targeted purposes-help students to plan
- To reduce careers teachers' workload by employing more teachers and assigning more teachers to careers team. To reduce careers teachers' teaching hours so that they could allocate more time to careers-related matters.
- Good policy. Worry: More workload for the Career Team members especially the Career mistress. Yet the funding is used to "serve the other needs" of the school.
- Further increase the Labour Department' s role of providing vocational guidance/training as 'exit points' for students aged 15 or above.
- If there isn't clear guidelines for the school head, the school may treat it as an additional fund to fit the other needs of the school instead of releasing the workload of the career teacher.
- The government should monitor whether the school really spends the subsidies either to relieve career team's teaching load or to organize career-related activities.
- 憂慮管理層只將資源用於聘請多一位 GM 多担各老師的工作，要求該教師成為升就組的成員，但實際對輔導學生或推展生涯規劃的功用不大。
- 學校把新增的資源放到其他地方
- 對學校運用該筆額外撥款，應有指引及適度的監察
- 對津貼的使用（如可否用於支付活動費用）會否有清晰的指引？
- 希望用途、目標清晰些！
- 建議津貼成為常額。
- 怕為做計劃而做計劃
- 恐怕金錢不是用於升學輔導方面。
- 應指明專款專用
- 應納入常額教師編制，因為 funding post 隨時會取消。

- 擔心學校將把款用於本範疇以外的其他方面。
- 撥款被使用在其他範疇
- 擔心學校怎樣使用該筆津貼
- 擔心校長將資助用在其他地方，未能將津貼用在升學輔導上
- 擔心資源會用於其他組別，並非用於升學及就業輔導，資助未能惠及生涯規劃
- 最憂慮是加重行政工作，使輔導學生的時間更少。
- 本人擔心學校會把有關津貼用作其他用途，而不是完全放在升學輔導上。
- 校方將政府所給資源沒有用於升學及就業輔導方面。
- 根本升學出路不足問題未夠解決，應提供其他升學途徑
- 減少升學主任的課堂節數，讓更全面作個人或小組輔導
- 減少升就老師的課節是很重要的元素，使輔導工作更有效進行。
- 為減輕工作，學校可能外購服務推行生涯規劃，但質素及效果成疑。
- 發放的津貼未能全部應用於升學及就業輔導方面
- 盡快落實方案，清楚列明如何使用這筆資金和資源。
- 硬性規定學校該撥款只可用作升學及就業輔導工作。
- 老師沒有空間，學生也沒有空間
- 在初中及高中正規課節中加大升學及就業輔導教節比重，並由升學及就業輔導組老師任教。
- EDB 須提供清晰指引，專款專用，防止相關資源用於其他非升學輔導方面!
- 加重學校的行政負擔及加重財務管理工作，太早訂立生涯規劃(如在中一或中二)未必對學生有益，因為思想及心智仍未成熟。此外，老師才是最明白學生的人，如升輔老師課節太少，未能熟悉學生，會影響輔導工作。與其加入一名 GM，倒不如增加撥款，讓學校靈活運用於 VISITS 等開支，因為許多學生因為費用問題而不參加校外活動或工作坊
- 擔心部分學校會利用額外 GM 老師資源放在某些學科中，其他時間才協助升學老師，但無助減省升學老師工作量，建議規限升學老師課節，減省王主任等工作。寧可聘請 TA 負責協助，否則只被學校錯配在某科目中。最後老師重點在教學而非升學輔導
- 提供的職份現在已有同工分擔，將其中一位老師轉為全職升就輔導，意即將其專科捨棄，甚難！若為短暫計劃，完結後，如何回到自己本科任教適應！另聘一人推動全校升就活動，實際可行性存疑，最終，學校會將資助聘請 TA 做一些低層次的工作，結果所有升就事務重回升就輔導老師身上，但屆時因接受資助，結果要求更高，升就輔導老師沒有得益反得工作！
- 憂慮學校以所獲得的資助，聘請一位全職同事後，把減少的課堂平均分予全校教員。
- 如何確保資源運用於升輔部份？融洽教育下，SEN 及「邊緣 SEN」學生的出路支援？
- 希望津貼不只是用於鼓勵校外團體在校內舉行小組工作坊或講座，收費昂貴但成效不大。
- 校方多會用這筆款項作其他方面用途，偏離原有政策用意，但教局評核學校有關升輔工作表現時卻以此為基礎，令負責老師不能回應。
- 擔心此人力資源只為校長達成個人的生涯規劃，如提升校譽，成績，或提升特別人選的就業機會等等
- 對於第二組別的學校，升學組老師實在擔當非常重要的角色，學生社經背景較弱，必須由學校協助其尋找合適的發展路向，而面對著眾多且複雜(對學生來說)的不同報名系統(JUPAS、E-APP、內地免試聯招、台灣升學等等)，較弱的學生根本未能一一應付，故此升學組老師往往疲於提醒、輔導學生。同時，畢業班的班主任也未必熟悉新高中的升學路向，遑論邀請他們協助建立 SLP、OEA、Recommendation 等。現時施政報告提出加強生涯規劃教育，實在是對升學組老師們的一大鼓勵，期望撥款必須用於減輕升學老師的教擔，同時必須具備相關的專業訓練(Cert in Careers Edu/ Adv Dip in Careers Edu)始能真正幫助組內老師舒緩壓力及協助學生建立個人發展的路向。
- 有關的資源不單只用作給發方有關的資料，更要有空間給與師生討論他們的生涯規劃的發展。
- 升學及就業輔導老師更需要輔導學生的空間，包括時間、地方、工具、接受專業培訓，而不是年年寫計劃書、報告，解釋如何用盡政府的撥款。
- 政府的資源增加，反而增加負責老師的文書工作量，例如：撰寫報告、計劃書等，若課節沒有因此減少，輔導/接觸學生的時間反而因此減少了。
- 期望撥款用途集中於生涯規劃的支援上，如多設一個職位負責設計生涯規劃課程等
- 1.憂慮資源未能直接用在生涯教育相關的人手或事務上 2.關注坊間不同機構所辦的生涯教育活動的質素，以及是否能針對學生需要
- 訂立新增學位教師在升學輔導的工作要求指引。增撥資源，減輕現有升學輔導老師的工作，例如：呈交大學入學的資料，讓老師可以集中心力輔導學生，幫助他們尋找適合自己的前途方向
- 憂慮多了 GM 教席，卻沒有多了人手，空間去分擔升事組工作，故建議要提交報告，以檢視肯定人手支援了升學輔導工作。
- 憂慮：學校可能會將政府的額外資助用於非升學輔導方面，如聘請其他科目的老師或教學助理，或學校只委派多一至兩名現有老師入升學組，不減新組員和舊組員的其他工作(教學或非教學)，雖然負責升學輔導的老師人數是多了，但每人的平均工作量是亦多了，因學校必定要求升學組增加舉辦的活動的次數
- 該款項應指明用在升學及就業輔導的事項，避免學校拿取津貼後用作其他用途。
- 意見：撥款應給予學校空間如何運用，如增加人手、增設硬件配套\_\_ 憂慮：擔心空間會成為學校填補其他範疇需要，如 CM 轉職 GM，而不支援升學輔導範疇
- 教育局應該監察各中學校長，於相關資源運用上，保證運用於升學輔導組之發展上，而不是假借相關名義，運用於其他校內人力資源發展。

- 一定要大幅減少升就主任的教節，和與升就無關的雜務，以本人為例，本校行政主任老師只有我一人認識生涯規劃，良知使我要不斷為學生服務，但其他行政人員根本不會懂體諒升就主任工作的繁重，結果是有人做死，有人閒死，但很多有關升就工作，可以做得更好而沒有時間做好。我擔心額外投入資源不是全數投放在升就組，未能減低升就主任的教節以抽出更多時間，推動學生的生涯規劃。希望教育局行政指出升就主任的教節時數上限，和清晰指引校內行政人員，升就主任的工作量極大，不要再欺壓我們，多給予支持和鼓勵，本人深信我們的工作可以改變學生的命運。
- 如何增進教育界與商界聯繫？ 比較擔心錢最後並非流入升就組而被其他冠以生涯規劃活動名義而吞噬。
- 升輔工作量太多，盡快落實額外經費津貼，起碼每校有一位已受訓的教學助理協助升輔主任
- 最大的憂慮是如何確保學校把這筆額外經常津貼是使用在提升升學及就業輔導服務
- 只提供金錢的資源，沒有整體發展/方向的策劃或建議，難以確保學生能獲益，或者更祇是加重輔導老師的負擔。
- 政府應鼓勵工商機構與學校合作，為學生提供更多與職業相關的資訊及學習經歷，政府可否透過商校合作計劃作為平台，邀請更多不同工商界提供參觀及講座的活動。
- 資源仍然不足，升學輔導組老師工作量大，壓力亦大，工作多於生活。希望增添更多資源。
- 需確保該資源用於先提升現職升學輔導老師身上，尤其是先把 CM 升學輔導老師轉為 GM，然後才聘請新老師。將額外經常津貼用於大幅減少所有升學輔導老師的教學節數。確保已進修的現職升學輔導老師是 GM

#### ***D. Measures or actions by the government, HKACMGM or related bodies are necessary for improvement of career guidance in schools***

- More support and suggestions are needed from the government, EBD and related bodies.
- More updated news on careers emailed individually to all careers teachers and principals.
- Extra manpower
- Increase funding for NGOs
- Let career teachers have more time to design the suitable curriculum for their students
- Provide latest information
- They can assist schools to build up more connections with different institutes.
- To fight for more support for career guidance.
- To provide more online or distance talks and seminars to save careers teachers' travel time.
- add more manpower
- Design tailor-made career guidance tools or material for school with different banding.
- let everyone know career guidance become more important
- more support from the principal
- non-teaching careers guidance expert
- provide more PRACTICAL help and assistance to schools for careers guidance
- provide more seminars and lists of business firms so that visits, etc can be organized
- provide school based guidance and support
- reduce teaching workload
- Provide educational training workshops for non-career team teachers on guiding students on career planning
- There should be service providers to provide such services for students and EDB should prepare a list of those which can provide the highest quality
- I think more apprenticeship should be implemented in Hong Kong, especially for the students who would like to join the labour force after graduation.
- Principal and Vice-principals should be more aware of the importance of careers guidance to students. Take my school as an example, we have two OLE periods per week for S4 and S5, but our team does not have any budget for organising activities (\$0 in 2013-14) for students. None of the teachers have free period for organising activities for students during OLE periods.
- HKG should liaise more enter ; prizes to run in-school programmes for widening students' horizons of the career world.
- The coming conference is already a very good arrangement. School leaders should be made more aware of their roles in careers guidance, & any new initiatives in life planning in future.
- Line up more companies to participate in Business-school partnership programme. Give guidelines on how to implement mentorship scheme for current students by alumni
- The EDB should liaison with faculty of edu of all universities to incorporate career guidance / edu as a fundamental part of pre-service and in-service teacher training. The expertise of HKACMGM should be further recognized as a professional body of career teacher training and tool developer. EDB should not adopt the lassie fare approach in past days and passed the buck of career teacher support to HKACMGM.
- In many other developed countries, Careers Guidance is rendered by a careers guidance teacher who will only be responsible for careers guidance work without teaching workload. If careers teachers in Hong Kong can concentrate on rendering careers guidance in school without allocating them teaching workload (which is very heavy), more students will be benefited under the NSS. Also, a specific careers guidance assistant can be created as a permanent post in school to help in the careers guidance clerical work will also help. Thanks a lot for soliciting opinions as it provides a chance for us to inform the Government that the policy may be good but may not be implemented as what careers teachers think should be of the greatest help to careers guidance in school.

- Provide some concrete guidelines or implementation plans for reference, so that schools can adapt them to design school-based plans.
- To step up professional development programs and formulate the training framework with EDB, academics and HKACMGM
- A whole school approach is recommended. As some subject teachers, class teachers, in particular, have good relationships / communications with students, they can also help to provide career guidance/advice to individual students. If career teachers /career department at school can provide support, including latest information / resources to teachers. More students will benefit. Individual career guidance is not very practical at secondary school as there are normal time table at school and I don't agree students escape from lessons for career guidance - the existing interview arranged by social worker is quite disturbing and doesn't seem effective. Hence, I suggest working towards a whole school approach - support all teachers to provide career guidance. In addition, career teachers may not "know all the students" well. Subject teachers, class teachers may be more suitable for the job with adequate support.
- Providing suggestions on how to use the fund
- Providing ideas on conducting effective career education for the students
- 1) Have a suggestion on how much academic work and non-academic work despite careers-related work should do for a career master and career teachers. 2) promote to other non-careers teachers that they have the responsibility to understand the new trend and execute careers-related activities. 3) Avoid using this fund to do or to share some non-careers work assigned by principal
- We need a handbook for career planning from S1 or S6 which is full of activities, programs and assessment tools like career inventory, for different forms or stages in the teenager development that facilitate teachers to easily carry out in school. 2. We also need more information about students studying in China or Taiwan especially their DSE results and their outlet after graduation so that we can give proper guidance to students. Thank you.
- 1. A one-stop platform providing admissions statistics and related info on self-funded post-secondary institutions 2. perfect the E-APP system and better the liaison with the tertiary institutions so that applicants do not have to face the very troublesome application procedures e.g. the further info needed when applying to IVE 3. in the long run, EDB should combine the JUPAS and E-APP platforms so that the applicants and schools can reduce time wasted on doing the applications twice
- build up a closer network with business sector and organise more work-related experience activities
- Provide some attitude tests for students free-of-charge and organize some structured activities for students on life planning.
- Is it possible for government to organize an "Adopt a school" program for all the schools in Hong Kong. Provide guidelines for principal and ensure the money is used to provide career programmes for students as well as release the workload of the Career Team Members.
- I believe a GM post taking up 100% non-teaching / all careers guidance work in school is urgently needed in each secondary school because guidance work is a long term relationship building work between the school and students -- at least we have to do one-to-one careers counselling for the 3-year senior secondary DSE candidates. Moreover, we should start workplace experience workshop or placement jobs for students during long holidays-- like what UK or Australian schools have now. I hope the government policy should aim at this area of development.
- Just like some Canadian high schools, there should be a professional career counsellor for each school in future.
- A joint-liaison group should be set up lining up various parties at stake, under the leadership of EDB. The group should comprise professional teacher organization like HKACMGM, tertiary institutions and academics, personnel from relevant industries, reputable and reliable NGOs, the Labour Department and relevant departments of the EDB.
- I think a whole school approach is better than putting all "pressure" on career teachers. I think class teachers and subject teachers can also help to provide career guidance to students, in particular some of them have very good relationship with students. I think career master can be the coordinator, provide support to teachers in guidance work.
- The government should urge the school leaders to really understand the purpose of the funding instead of having the fund being disguised/misused on other so-called "school-based" elements. The WHOLE lump sum should be for the sake of "career guidance" only.
- More research should be done to develop a scientific and HK based assessment tool to help students in the area of career counselling. An example of this tool is Morrisby Profile and Morrisby Careers Questionnaire (MCQ).
- 製訂合適的教材,資源,讓輔導老師可盡量利用。
- 可提供更多進修的課程。
- 多諮詢前線老師意見後,才制訂政策。
- 多安排與職業相關的體驗機會給學生。
- 學友社,協青社
- 安排同學試工三個月,使他明白職場需要
- 尋找更多各行業機構提供機會給學生體驗真實工作環境。
- 希望政府和貴會合作商討有關津貼的使用原則
- 提供多些培訓及宣傳,提高公眾及學校對生涯規劃的認識。
- 提供學校及機構配對網絡
- 提供指引給學校
- 提供文件樣本
- 提供更多一站式服務,方便老師直接利用,減少原創開發的時間。
- 提供更多外地商業的考察或本地營商及工作世界的參觀活動。
- 提供更多的工作坊/專業培訓課程



- 提供有質素的生涯規劃課程, 以小組為主。
- 提供碩士課程供修讀
- 政府再津貼更多常額升學輔導老師
- 政府應要求學校提交計劃書和報告, 如 CEG 的運用。
- 教育局應給予校方強力指引要求減低升學及就業輔導主任的教節。
- 有, 請給予參考指引
- 清楚指引此人手的工作範疇和要求, 學校須報告有關人員的工作
- 為有急切需要的同學提供轉介服務。
- 為第三組別學生設計輔導服務
- 繼續舉辦升學講座, 爭取大學及大專收生標準的透明度
- 聯絡協調商界, 給學生提供工作有關經歷。
- 讓校方及非升學輔導組老師也重視升學輔導工作
- 資源放在學校時不應校本, 否則部分校長會自行錯配。
- EDB 可以在架構方面成立一個部門處理有關升學及就業的發展。
- 尋找多些協助機構 (NGO, 商界和業界) 參與策劃及支援工作。列明在校本課程內必須增加升輔課時; 增加每校升學就業輔導工作人手 (全校按比例實行, 例如以任教高中的比例去計算所需安排的工作人手, 甚或, 擔任高中班主任的老師也必須接受一些基礎升學就業輔導訓練培訓等)。
- 政府於每區建立中心 (例: YES), 讓學校帶領學生到本區參觀中心搜索資源; 並且可聘任升就輔導員作推廣活動, 資源可更集中, 充份利用及準確! 建立網上平台也可以為學生提供一些資訊服務, 統一資訊, 如各樣考試及機構報名時間表等
- 多些製作升學及就業輔導 PowerPoint 給老師下載, 免卻各校自行做這些資料。
- 政府應更實際制定升輔導主任或老師的教學時數上限、提供經常津貼可如果使用的建議。
- 一定要大幅減少升就主任的教節, 和與升就無關的雜務, 以本人為例, 本校行政主任老師只有我一人認識生涯規劃, 良知使我要不斷為學生服務, 但其他行政人員根本不會懂體諒升就主任工作的繁重, 結果是有人做死, 有人閒死, 但很多有關升就工作, 可以做得更好而沒有時間做好。我擔心額外投入資源不是全數投放在升就組, 未能減低升就主任的教節以抽出更多時間, 推動學生的生涯規劃。希望教育局行政指出升就主任的教節時數上限, 和清晰指引校內行政人員, 升就主任的工作量極大, 不要再欺壓我們, 多給予支持和鼓勵, 本人深信我們的工作可以改變學生的命運。與工商機構、社福機構聯繫, 提供更多工作坊, 參觀給學校。給一個房間與升學及就業輔導組, 可作輔導和活動之用。設立一非教學職位, 支援升學及就業輔導組文書工作。
- 提供到校檢視及顧問服務, 以局外人身份向管理層提供建議, 令管理層明白未能推動個人輔導及發展生涯規劃工作的原因。
- 政府、香港輔導教師協會可制定指引或建議範本, 以說明何謂一個「理想」、「完備」的中學升學輔導架構, 讓學校領導層清楚了解新學制下, 升學輔導的角色、重要之轉變, 讓處境不同的學校, 按自身不同的優勢, 都朝向相近的方向發展
- 為協助學校系統化地推行生涯規劃課程提供指引 如: 在 F1-2; F3; F4-5; F6 四階段 作為升就老師規劃生涯規劃教育時分 別應包括哪些範疇? 現在是按老師經驗和校情百花齊放, 缺乏指引。
- 提供培訓, 確保每間學校有足夠已接受基本培訓的人手推行活動和處理相關事務
- 於學校增設升學就業活動助理一職 2. 舉辦更多免費的商校伙伴活動, 如工作場地參加 3. 增加審批 NGO 申請就業活動的撥款
- 讓其他科任老師明白學生生涯規劃與學科成績同等重要, 並能鼓勵學生課餘時間參加更多與工作有關的活動, 而不是只顧著補課
- 建議減升輔老師的課堂或其他工作, 讓熟悉校情及學生需要的老師自己負責生涯規劃。
- 期望撥款用途集中於生涯規劃的支援上, 如多設一個職位負責設計生涯規劃課程等。提供更多升輔的資訊課程, 如三至六個星期的全職學習課程, 以應付繁多的升輔資訊。鼓勵同事進修(如可於進修時請代課老師)
- 向政府提供建議或施壓, 使有關用於升輔部分款項必須不能調往其他用途。
- 應盡快統一所有報名系統, 不要再令學生和老師浪費時間在報名、交費等程序, 能專心處理文憑試及學業。
- 讓學科老師明白, '生涯規劃'和'學術成績'對學生同樣重要, 要讓學生有時間參加'與工作有關的經驗'的活動, 而不是只顧補課。
- 可否成立一個專業人士協會, 該會有不同界別的专业人士參與, 讓老師可以透過該協會聯絡不同專業人士, 如: 老師能因應學生的需要及興趣, 邀請有關人士出席講座或分享會。
- 增加可參觀 / 實習的機構的數目及時段, 讓學校能更具彈性安排參觀 / 實習活動。簡化申請參觀 / 實習程序, 由學校直接聯絡機構比等候中央批核對學校更有彈性。
- 一些企業支持學校活動(如提供義工教導學生的職志工作坊), 學校社工亦在生涯規劃方面協助學校
- JUPAS、E-App 及 SAMS 各系統加強相互間的溝通及相容性, 減少學校在協助學生報名時的行政手續。希望各專上院校(包括內地升學)各種校長推薦計劃、優先面試計劃能於同一時間公布, 以便學校處理。(現時部份院校的校長推薦計劃在中六同學離校後進行、部份則不定期於不同時段發放給學校。)

**Appendix: Demonstration of Effective Use of Career Planning Grant of an Aided School**

Assumption: Career Planning Grant = **\$500,000 per year**

**Key personnel in Career Guidance**

Post	Rank	Subject	# of classes	# of periods/ cycle
<b>Careers Master</b>	SGM	LS	5	24
<b>Vice Career Master</b>	GM	Chinese	3	26

● **Proposal A**

- (1) Employ 1 GM teacher to teach 1 Chinese class (8 lessons) + 2 LS classes (8-9 lessons) = 26-27 lessons  
 with PGDE + 5 years' experience – Pt 22  
 $(\$34,315 + 5\% \text{ P-Fund/MPF}) \times 12 \text{ months} = \$432,370$
- (2) Remaining of Career Planning Grant = \$6,9899 for items like:
  - a. organizing wide-life learning camp with career guidance themes
  - b. organizing a mentorship program
  - c. career guidance reference books
  - d. part time helpers to handle input of OLE records & SLP production

**New Key personnel in Career Guidance**

Post	Rank	Subject	# of classes	# of periods/ cycle
<b>Careers Master</b>	SGM	LS	5 LS	24 – 9 = 15
<b>Vice Career Master</b>	GM	Chinese	2 Chi	26 – 8 = 18
<b>1 additional Career teacher</b>	GM	Chi + LS	1 Chi 2 LS	8 + 5 (S5) + 4 (S4) = 27

● **Proposal B**

- (1) Employ 1 Assistant Teacher to teach 2 LS classes (9 lessons) + LS support  
 $(\$15,000 + 5\% \text{ P-Fund/MPF}) \times 12 \text{ months} = \$180,000$
- (2) Employ 1 Assistant Teacher to teach 1 Chinese class (8 lessons) + Chi support  
 $(\$15,000 + 5\% \text{ P-Fund/MPF}) \times 12 \text{ months} = \$180,000$

(3) Employ 1 part time Administrative Assistant to support clerical work related career guidance – developing career education curriculum, career information sorting & dissemination, input of OLE records, handling SLP production, escorting students to attend CRE outings, e.g. career visits and talks

$(\$8000 + 5\% \text{ MPF}) \times 12 \text{ months} = \$9,6000$

- Total cost of (1)+(2)+(3) = \$456,000

Remaining of Career Planning Grant = \$4,4000 for items like:

- organizing camp with career guidance themes
- organizing mentorship program
- career guidance reference books

**New Key personnel in Career Guidance**

Post	Rank	Subject	# of classes	# of periods/ cycle
Careers Master	SGM	LS	5 LS	24 – 9 = 15
Vice Career Master	GM	Chinese	2 Chi	26 – 8 = 18
1 additional Career teacher (AT)	AT	Chi	1 Chi	8
1 additional Career teacher (AT)	AT	LS	2 LS	5 (S5) + 4 (S4) =9
1 part time AA	AA	/	/	/

**END OF REPORT**



## 增加的升學輔導資源必須歸回本位

香港輔導教師協會榮譽顧問、前主席趙榮德先生

(原稿轉載自二零一四年一月二十一日星島日報 F3 教育版，此乃增訂稿)

今年特首施政報告，最吸引我的，當然是中小學教育，而其中最令我驚喜莫明的是以下一段：「由 2014/15 學年起，開辦高中級別的公營學校亦會獲得相等於一名學位教師職級薪金的額外經常津貼，加強生涯規劃教育元素。」

為甚麼我驚喜莫明？因為我曾任香港輔導教師協會主席八年（1994-97；1999-2004），教育署（現在稱為教育局，當時稱為教育署），曾經於 1982-86 年間，給全港官立及資助中學增添一個特別為加強輔導（包括升學輔導）的教席，但由 1982 到今日 2014 這三十二年間，無論是升學輔導教師或一般輔導教師，也得不到應有之支援。

據我所知，當時教育署增添這一個教席之原意，是希望學校請多一位學位教師，一來是主力分擔學校之升學輔導主任或教師之日常繁重工作，（例如小息或放學時給學生輔導，管理升學部門之圖書館，替學生寫推薦書，97 年每日要寫十封，舉辦大型輔導活動如迎新日，Career Day，中三、中五及中五一連串之升學輔導日等）；二來幫其他老師教幾堂書。即是主要做升學輔導工作，次要教書，誰知錢一撥給學校，變生肘腋，形勢突變。教育署給學校那個升學輔導教師，竟然像泥牛入海，那三十堂（一般中學教師一週的堂數），只分得二至四堂給輔導老師，其他的不知去向。

為甚麼有這個現象？因為當時教育署太信任學校，把錢發放了給中學後，便任由校長運用，如此這般便算功德圓滿。

結果是，輔導教師協會辛苦用血汗「打動」教署得來的三十堂，被學校用 whole school approach（全校參與）或者 school based（校本）的現代的、漂亮的又模稜兩可的名詞，將「空堂」任意分配。接受輔導這一套的校長便分三、四堂給升學輔導教師，不接受的便只分得一、兩堂；卻將七、八堂分給其他部門或喜愛的教師，這種不公平、不合理的做法使在學校做到喘不過氣的輔導教師不滿，紛紛向協會投訴。協會一有機會便向教育署反映，但答覆總是：「我們往學校巡視時會提醒校長！」提了十幾年還是不醒，最後是不了了之！

幸而，新高中學制帶來契機。新高中課程，打着「讓學生按興趣、性向和能力，選擇合適的學習經歷，從而擴闊自己的知識領域，規劃未來」的旗幟。這正正是升學輔導的範疇，協會在何玉芬主席領導、教育局贊助下，成功為初中和中學生推出「尋找生命的色彩」和「生涯地圖」（中英文版）兩本協助學習工具書，幫助中學生探索個人抱負及生涯規劃。

這一次，特首在施政報告上給學校相等於一名學位教師中位數薪金的經常性津貼作「生涯規劃輔導」，我懇請教育局（一）在撥款前要白紙黑字寫出新請這一位教師至少要有 2/3 時間做生涯規劃輔導，如不聽指引行事，便會考慮取消撥款；（二）在各中學每週至少設有一堂生涯規劃堂。

只有這樣做，學生才會根據自己的興趣和能力去探索和發展個人抱負；只有這樣做，升學輔導教師才會得到他應得的認可；又只有這樣做，香港在世界生涯規劃輔導版圖上才會有一席位。

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## 「生涯規劃」的機遇與隱憂

### - - 施政報告中被忽視的一環

*香港輔導教師協會主席徐恩祖先生、副主席何玉芬博士*

（原稿轉載自二零一四年二月十一日星島日報 F3 教育版，此乃增訂稿）

二零一四年的施政報告剛出爐，有關教育方面的政策討論沸沸揚揚，環繞的議題主要是幼兒教育、非華語學生學習中文、資助院校高年級銜接學額等，但卻鮮有提及另一項重要的長遠教育投資 - - 「生涯規劃」專項津貼。

施政報告提出，由 2014/15 學年起，所有開辦高中級別的公營學校會獲得相等於一名學位教師職級薪金的額外經常津貼，加強生涯規劃教育元素。近年投放於中學的額外資源，多為有時限的短期措施；相比之下，這次撥款以經常津貼形式發放，即學校得以持續發展生涯教育，實屬難得。以全港四百多間中學推算，此恆常撥款將涉及每年最少二億多元公帑，實在不容忽視。但撥款如何得以善用，以回應中學生在新學制下出路競爭愈見激烈的挑戰，則須仔細策劃。

## 須用於生涯規劃 亦須由老師出發

早於二零零七年新學制正式推行之前，香港輔導教師協會已看到中學生的生涯規劃及事業發展需要，遂與教育局課程發展處及其他部門合作多項計劃，支援新學制下的全港學生和老師，包括發展初中及高中生涯規劃課程及教材，大量舉辦教師培訓工作坊使輔導老師能掌握運用教材的技巧，又與學者合作發展本土化的職業興趣評估工具。經過幾年來的努力及醞釀，本地中學升學輔導老師的專業水平漸漸提升，校長、家長及學生也意識到「生涯規劃」是幫助年青人確認自我能力和興趣，以逐步尋找學習和職業目標的基礎。我們喜見政府也終於認同這個大方向，不遺餘力地推動中學生生涯規劃，真正落實多元出路，各展所長。

生涯規劃不單只是職業輔導、職業教育或一連串的行業講座或事業評估；中文大學教育學院院長梁湘明教授曾指出，生涯規劃「是一個深思熟慮的過程，讓人能整全地規劃一生，包括生命中重要的範疇，如工作、學習、人際關係和閒暇。這過程也要求人在其社會環境中，按步驟積極地實施所定的計劃。」對中學生來說，這個過程就是從學校過渡到工作世界，當中要面對很多與人生和事業有關的抉擇，包括升學、學科、培訓、技能進修及職業等選擇。這些都不可能只在中學生涯裡的一些重要年度（如中三、中六），簡單地舉辦一兩次輔導活動或模擬放榜便可成事；換言之，純粹認為運用這筆專項津貼多辦一兩次講座探訪、多做一兩份性向評估、多買一兩套服務套餐則未免過於粗淺草率，亦違背了這筆公帑的原意！

曾有資源雄厚的學校一擲數萬甚至二十萬元，購買一些外間機構的生涯輔導服務套餐，同行亦有親眼目睹這些豪華的計劃書。欣喜教育界同工們如此重視生涯規劃的同時，我們不禁擔心起來：***把生涯規劃及輔導全盤假手不熟悉學生的外界人士，在缺乏師生關係、了解及互信的基礎下，教育成效將會如何？***在新的政策下，生涯規劃會否成為不同界別覬覦的一盤大生意？我們的立場，是政府在大幅增撥資源的同時，必須提供適度的指引，使校長及輔導老師能將資源用於持續性、發展性的生涯規劃，特別是給予每位高中學生個別輔導機會；同時，為學校升學輔導老師制訂明確的專業發展架構及持續培訓的要求，保證輔導老師能達專業服務水平。

## 邁向專業之路 提倡夥伴協作

在西方國家如美國、英國及澳洲等地，生涯規劃教育早已不是新鮮事物。在美國，每所學校均設有負責推行個人生涯規劃及輔導課程的專職人員，他們毋須承擔學科教節，而有關人員均必須完成碩士或以上的研究院程度培訓，可見當地對此之重視。而亞洲鄰近地區如台灣、新加坡

及中國內地等近十年已引入這教育概念，並把它納入正規課程內，由老師親自教授。回顧過去，檢視現況，我們對於是否需要仿效其他教育體系如美國的一些做法眾說紛紜，莫衷一是，值得業界進一步研究討論，我們姑且在此從略；但有一點是毋庸置疑的——生涯規劃必須由學校老師負責，而負責老師必須經過專業培訓。

教師是一種很特別的專業：他們從小就在學校裡，小學、中學、大學甚至研究院，畢業後返回學校執教，他們最直接接觸過的行業和工作環境大概就主要是教育及學校；但老師的工作之一，是幫助學生「從學校過渡到工作世界」，而學生的工作世界又是林林總總，各式各樣的。協助學生過渡的同時，期望老師既能專注學科教學之餘，又能對各行各業都有同樣深入的認識是完全不設實際的。要針對這項特性，辦法主要有兩方面：一方面，老師必須與時並進，更新不同升學及行業的知識，要有勇於學習的態度，作學生終身學習的好榜樣，這解釋了為何有關生涯規劃的知識、態度及技巧的專業教師培訓刻不容緩；另一方面，引入外間信譽良好的專業機構進行夥伴協作便不可或缺。「夥伴協作」是持續的關係，須由升學輔導老師與協作者共同策劃，因應學生群體的特質和需要設計活動，還得有延續跟進，才能實質達至生涯發展。

施政報告提及將「推動更多工商機構和社區資源參與商校合作計劃。...增撥資源予非政府機構與學校協作，加強對中學生籌劃未來升學與就業的輔導」。良好的策略夥伴可以是校友、社區人士、對行業發展掌握全面的機構如職訓局、大學、專業學會等。策略夥伴可帶領學生「走出課室」，合辦一些最貼近行業的講座、工作坊、公司或院校探訪、師友計劃、工作體驗或影子計劃等，作為學校生涯規劃教育整全課程的一部分，打破學校教育的限制，在制度及社會的層面上進一步加強職業教育及生涯規劃。舉一例子說明：香港輔導教師協會每年暑假都會為會員學校的中五、中六學生舉辦「暑期事業體驗計劃」，透過聯繫專業機構和商界夥伴，百多位同學能根據他們的職業興趣有四至六星期的體驗實習。有的到醫院擔任後勤工作，從旁觀察「生老病死」，反思自己是否真的適合從事醫護行業；有的到幼兒院擔任助理，經驗告訴他們與小朋友相處殊不簡單...走出學校，在職場實習過，在導師幫助下反思所學，與人分享，是非常寶貴的學習。隨著資源增加，學校輔導老師可與夥伴引入更多元的體驗學習。

我們認同這份施政報告對教育發展的理念，尤其於生涯規劃、職業教育及高等教育方面。然而「魔鬼就在細節裡」，每年兩億的公帑如何用得其所，如何幫助減輕輔導老師的工作量，支援他們的輔導工作及專業發展需要，如何策略性地與有質素的非政府機構協作，從而讓老師更有效、更專業地在全校及個人層面推行適切的生涯規劃給予每位學生，讓廣大莘莘學子受惠，將是往後個多月政府與業界的迫切議題。

## 兩岸四地生涯規劃教育與服務的現狀與發展

香港輔導教師協會幹事 蔡愛玲老師



香港代表一行九人

二零一三年十月十二日在澳門科學館舉行了兩岸四地青年論壇。是次論壇的主題為「兩岸四地的生涯規劃教育與服務的現狀與發展」。本會副主席何玉芬博士獲邀作主禮嘉賓及講者。當天本會七名幹事及迦密中學升學及就業輔導主任李玉怡老師在何博士帶領下一同參與這個論壇，與兩岸四地的學者交流切磋，獲益良多。有關當天的活動內容，以及當中的反思將略述如下：



是次活動主要分為論壇及工作坊兩部份。論壇在早上舉行，由兩岸四地學者介紹所屬地方在生涯規劃教育方面的發展，然後所有與會者一起交流討論。下午則有四個工作坊，由四地學者分別介紹推行生涯規劃教育時的具體技巧，以及如何把生涯規劃的理念應用在具體的學科教育裏。

透過當天講者的分享，發現澳門在生涯規劃教育方面起步較遲，現時主要是由一些非政府團體到學校以講座形式指導同學，較少有具體的課程及延續跟進。然而，澳門的年輕人非常需要持續而有系統的生涯規劃教育。因為 2002 年澳門開放賭權後，大量人力投身博彩業，可是荷官等職業不應是年輕人終身投進的事業，而且這些行業對年輕人的學歷要求不高，故容易使年輕人在升學方面無心戀戰，而且由於社會上可供選擇的職業種類不多，故在計劃未來時，年輕人



也難以按照個人的興趣與人生目標來規劃。長遠來說，這樣的背景對澳門年輕人的健康發展會有很大阻礙，必須及早關注這方面的問題。

兩岸四地中，國內是最早開展生涯規劃課程的，因為早在廿世紀初，已在中學開展職業輔導。而近年由於大約有四分之一的大學畢業生未能在大學畢業後即時就業，故這群畢業生對未來人生感到茫然，甚至覺得有很大壓力；而社會上出現這麼多對前路迷茫的年輕人，也會令國家出現不穩定的情況。有見及此，近年國內不少大學把「就業指導」定為必修科或選修科，政府也設有高校就業指導機構，為大學生在就業方面作出支援。

台灣在生涯規劃教育方面做得深而且廣，內容豐富，可讓其他地方參考。台灣在九年一貫課程綱要已就生涯規劃教育仔細擬訂不同級別所需要發展的能力，而 2009 年更正式將生涯規劃列為必修課程，2012 年更把生涯規劃教育列為重大議題，並且會在 2014 至 2020 年在中小學全面實施生涯規劃教育。此外，台灣更設有資源網站，提供生涯輔導資料，也讓老師在這個平台分享有關教案和短片。當然，台灣在推行生涯規劃教育時也正面對不少困難，例如生涯輔導工作的推動常被誤解為特定人員的工作，忽略了課堂老師和其他領域人員的協作。此外，台灣學生升學的心態較強，故一般都不著重在職業方面的探討。

隨著新學制的展開，香港中學也愈來愈重視生涯規劃。早在 2000 年的教育改革文件中已指出職業訓練經驗是中學生五個主要學習經驗之一，故升學及就業輔導已不是學生有需要時才找老師求援的補救性工作，反而是課程的一個主要部份。在 2010 年，更有研究指出升輔老師愈來愈明白他們所扮演的角色不只是升學資訊的提供者，而是一個教育人員 (educator)，事業輔導人員 (career counselor)。最後，何玉芬博士指出，香港在生涯規劃教育方面仍有漫長的路要走。首先，要為老師提供持續的專業發展；其次，學校行政人員也要給予升輔老師足夠的空間和時間推行有關課程；最後，更期望不同的專家學者，以至政府及私人機構都能把資源集中，彼此協作，共同為協助年輕一代進行生涯規劃教育而努力。



總的來說，是次論壇讓兩岸四地學者能就生涯規劃教育這個主題互相交流切磋，實在是一個難得的學習機會，期望透過這個論壇擦出的火花能繼續發熱發光，令兩岸四地在生涯規劃教育方面有蓬勃的發展，讓年輕人有更健康的成長。

## A Pilgrim to Missouri – the Cradle of Comprehensive Guidance Program

*SIN Nga Lam, Caroline (Executive Committee Member, HKACMGM)  
LEE Shiu Fung, Brian (Honorary Advisor, HKACMGM)*



Meeting with Prof Norman Gysbers, Dr Bragg Stanley and Tom Schlimpert  
at the University of Missouri

### I. About ‘Comprehensive Guidance Program’

School guidance has long existed in American schools, the earliest reference of which can be dated back to 1920s, though the attempts were quite loosely organized. With the ever-changing demographic patterns, social, financial and political situation of the country, as well as the drastic demand for various skills in the labour market in the last few decades, a strong need for a coordinated effort in student guidance was eagerly hoped for by various sectors in the community. In particular, in the late 1960s, a structured program, which was ‘expected to be equal and complimentary with other curriculum in education, and could provide and support the developmental growth in students’, was needed (Gysbers, 2005<sup>1</sup>). To meet the ends, Professor Norman Gysbers, a renowned scholar who has been working in the University of Missouri, the USA, put forward his idea about the ‘Comprehensive Guidance Program’, which featured contents for guidance, individual planning for students, counseling, consultation, referral as well as program management at school in 1990s. What is noteworthy of this Program is its capability of not only fulfilling remedial functions like coping with teenage problems (e.g. drug abuse and school bullying) but also manifesting

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<sup>1</sup> Gysbers, N. (2005) ‘Comprehensive School Guidance Programs in the United States: A Career Profile’ in *International Journal for Educational and Vocational Guidance*. Springer.

strong preventive values in helping students to plan for their studies and careers ahead. Due to its high feasibility, flexibility and compatibility with many school systems, the Program has become vastly popular and been widely adopted in various states in the USA. Missouri itself has also become the leading state in the country in the application of the Program territory-wide since the turn of the century.

## II. Our Visit

Upon the invitation of the Guidance and Discipline Section of the Education Bureau of Hong Kong (EDB), we, Brian Lee and Caroline Sin, joined the captioned 8-day study tour to Missouri from 29 September 2013 to 6 October 2013. This is the third delegation the EDB has sent to the USA for investigating Professor Gysbers' Comprehensive Guidance Program. In the first two trips, the theoretical background and the implementation plans of the Program in various sectors of the society were explored. In our trip this time, we intended to update ourselves on the latest developments of the Program as well as to investigate how career guidance work and individual student planning could be incorporated and fitted into school curriculum to maximize its effectiveness.



Prof Norman Gysbers

During our tour, we visited a total of thirteen parties who were closely concerned about or connected with the Program. The visited parties were from quite a representative spectrum of the state of Missouri. Cases in point include the Department of Elementary and Secondary Education (the government body equivalent to the EDB in Hong Kong and to be named 'DESE' in short thereafter), the University of Missouri and its Careers Support Office, Columbia Career Centre, Missouri School Counselor Association, community colleges and high schools. Having got the chance to meet different stakeholders in the state, we were endowed to see how fully the Program was implemented and supported by the various parties of the community.

## III. Our Reflections

After the tour, the delegates have come up with valuable reflections, and they are believed to be important messages to spread out in the community in Hong Kong:

- **Relation between Student Career Guidance and Learning and Teaching**



Career Aspirations at Benton

After the tour, we have observed and learnt that school guidance, with emphasis on career guidance, plays a very critical role in the academic study of students in schools (referred to Learning and Teaching in Hong Kong). We have learnt from the principal of Benton Elementary School that after it was turned into a STEM (Science, Technology, Engineering & Mathematics) school three years ago, career guidance can be smoothly integrated in the core curriculum (the above four subjects) and school counselors could closely collaborate with teachers in the academic programs. From their experience, students have become more positive and active in

their learning and the attendance of students has improved. The principal also quoted an example that students from low-income families had developed higher career aspirations and started to have dreams. It was a remarkable and encouraging experience.

We also had an eye-opening experience when visiting the Columbia Career Center, in which practicum of a wide variety of jobs is offered to students. In particular, we were impressed by the enthusiasm and professionalism of the instructors of the welding and the automotive industries. The latter even inspired us by spelling out the connection of the students' academic requirements with the demands for working in the automotive field. We believe that it is this strong connection between school counseling endeavors and academic studies that can help students visualize how their future career world is like, which in turn can significantly affect students' performance in school work. We were also impressed with the dual enrolment, which allows the students to earn both high school and college credits.



Welding Centre, Columbia Career Center



Clayton High School - an elite school in Missouri  
(98% of its students are admitted to college)

In Hong Kong, students are usually examination-oriented and lack the motivation and skills to plan for their future career while they are in elementary / junior secondary schools. We have learnt in this visit that career development is important for students and should start as early as in elementary schools. As such, students would have more exposure to careers, which facilitates them to set their goal and plan for their pathway in their career,

and accordingly arouse their interest in studying and enhance their connectedness with their school.

- **Collaboration among Missouri DESE, Missouri School Counselor Association and University of Missouri**

We were deeply impressed by the professionalism, teamwork and devotion of the related parties we met in Missouri including Missouri DESE, Missouri School Counselor Association and University of Missouri in evaluation and teacher training. We have also learnt the importance of the 'common language' among the three parties as highlighted by Professor Gysbers.



University of Missouri

- **Pathway to Prosperity**

Harvard Graduate School of Education published a report in February 2011 *Pathways to Prosperity : Meeting the challenge of Preparing Young Americans for the 21<sup>st</sup> Century*, proposing to create additional pathways for young people which combine rigorous academics with strong technical education. Subsequently, the Pathways to Prosperity Network of 10 states, including Missouri, was set up to engage employers and educators of the participating states to develop career pathways systems for the high school students. During our visit, we met Dr Bragg Stanley of Missouri DESE, who represented Missouri in this Network.



Most students of Battle High School are from the lower-middle class

We were very lucky and timely to visit Missouri this time to see the links between the high schools and higher education institutes and career centers in Missouri. In visits to the Pattonville School, Battle High School and the Columbia Career Center, we were inspired by the deliberate pathways and connections set up for the students, which allow them to be better prepared to be college-ready and career-ready. As such, students also showed their appreciation to the meaning and purpose of the

academic study and other learning activities provided in their high schools. In this regards, we would like to continue to hear more from the parties concerned about the Pathway to Prosperity which is advocated and implemented in the USA.

- **The Support of Principals**

The school principals and teachers in Missouri, whom we met and talked to, have profound understanding of the planning, formulation, implementation and evaluation of comprehensive school counseling and guidance in Missouri. Their recognition of and supporting to the Program has undoubtedly played a critical role in the success of the Program.



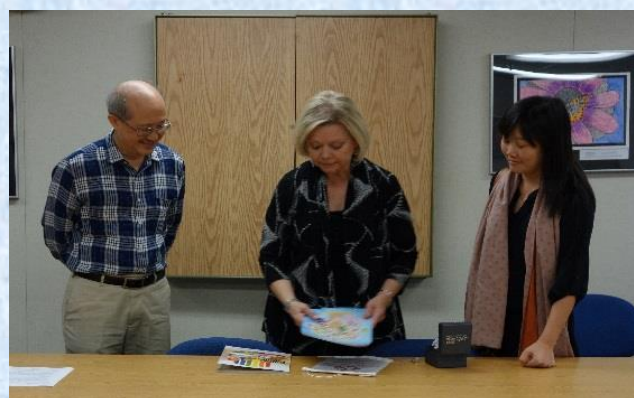
Principal of Benton Elementary School

- **The Recognition of School Counselors**

Throughout the trip, we were greatly impressed by the high status of the school counselors received territory-wide. School counselors are not only respected for being the first group of registered professionals to work at school, but are endowed with the rich resources available for their professional development, master courses run at tertiary institutions, international conferences held by Missouri School Counselor Association, and many other chances for professional exchanges, to name but a few. The support offered by different parties indicates the vision and the will of Missouri in involving all the stakeholders in implementing comprehensive guidance at school.



Dr Sharon Helwig, Assistant  
Commissioner, Office of College and  
Career Readiness, Missouri DESE



Last day of visit, Stephens College

## News Express

### Awardee of Chief Executive's Commendation for Community Service



The HKACMGM takes pride in announcing that our Vice-chairperson, Dr Esther Ho, was awarded the Chief Executive's Commendation for Community Service 2013. This honour is given to selected persons for their outstanding performance in a single act or a single project or the service to the community. This is an honour type just under the Medal of Honour. Dr Ho is commanded for her valuable contribution to the promotion of career education in Hong Kong over the past years. Her selfless devotion to the education and the community sectors is evident. Ever since 2007, she has initiated numerous partnership projects with EDB and tertiary institutions to cater for the career development needs of students under the new academic structure, developed two popular career development tools namely “Finding Your Colours of Life” and “Career Mapping”, co-developed the first evidence-based indigenous online career

assessment “Career Interest Inventory” with Prof Alvin Leung, Dean of Education of the Chinese University of Hong Kong, and held over 200 training sessions for school principals, EDB officials, educators, school teachers, social workers, parents and students. She has also served selflessly as a Council Member of the Hong Kong Examinations and Assessment Authority (HKEAA), Member of the Appeal Review Board of HKEAA, Vice-chairperson of the Research & Development Committee of HKEAA, Member of the Curriculum Development Council (CDC) (Applied Learning) and other advisory bodies. She is now also a radio host of a programme on education at RTHK. Under her shrewdness and leadership, the HKACMGM has become one of the most widely-recognised professional subject-related organizations with over 90% of school membership territory-wide over the past few years.

## 何玉芬博士獲頒二零一三年「行政長官社區服務獎狀」



香港輔導教師協會副主席何玉芬博士推動本港生涯規劃教育貢獻昭著，因而獲頒二零一三年「行政長官社區服務獎狀」，令人鼓舞。此榮譽是頒授予在某次行為或某項工作中表現出色，或服務社區表現卓越的人士，其高一等勳銜便是榮譽勳章。長期以來，何博士推動本港生涯規劃及輔導不遺餘力，成就有目共睹；如今生涯規劃得以開始在本土植根發展，何博士實在功不可沒。自二零零七年起，何博士與教育局課程發展處及多個不同部門、本地大學等發展成策略性合作夥伴，為新學制下學生的生涯發展需要進行了多項計劃，包括發展了兩套分別給初中及高中生的生涯發展工具「尋找生命的色彩」及「生涯地圖」、與香港中文大學教育學院院長梁湘明教授共同開發全港首個有實證研究基礎及跟進的本土化網上事業興趣測驗 (Career Interest Inventory)，並為教育局同工、全港的校長、老師、社工、學生以及家長舉辦過二百場的培訓及講座。行有餘力，何博士更義務擔任香港考試及評審局委員會成員、考評局上訴覆核委員會成員、考評局研究及發展委員會成員副主席、課程發展議會 (應用學習) 成員，並為香港電台節目「教學有心人」主持。在何博士的領導下，本會於過去數年間蔚然成為教育同工最信任的專業學科團體，擁有過九成的學校會員，實屬難得。