

## Chapter 3: Teacher's Guide for "Individual Student Planning Tool: Finding Your Colours of Life for S.1 – S.3 Students"

### Purpose of this guideline

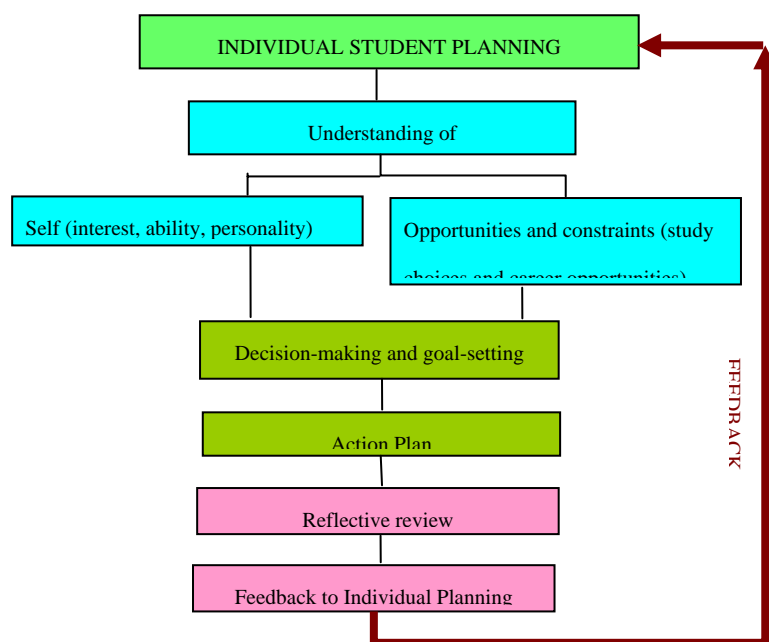
The 'Finding Your Colours of Life' is a comprehensive tool of career guidance for the use of students guided by teachers. Career Guidance is a special kind of teaching which focuses on seeking, obtaining, processing information about the self, and engaging in purposeful planning. With the aid of this tool, students are invited to go through a series of demanding self-exploration activities, followed by a comprehensive and informative introduction of progress path for senior secondary graduates and an outline of territory level and school level senior secondary curriculum choices available for them. *It is through progressive development of an understanding of self that students will be able to define their goal in their senior education and possibly enhance their motivation towards study and other activities that are related to personal and social development.*

For S.2 and S.3 students, formulating a tentative senior secondary plan about subject choices requires serious and in-depth reflective account on:

- *their interests, personality traits, academic aptitudes, their career dreams*
- *opportunities of further studies or curriculum choices, and limitations to actualize their personal goals, so that*
- *they can bridge the gap between self-understanding and opportunities they are going to explore – what we called “informed choice”; however, it is also vital for the young people to understand that*
- *they should take up the responsibility to make decision on their study plan, which in some way will influence their career opportunities; and*
- *it is always necessary to think of a (at least one!) contingency plan*
- *constant review is necessary on one's study plan or career plan, based on real-life experience (including successes and failures); with which*
- *refinement of one's study plan or career plan is to be followed*

The following flow-diagram illustrates the conceptual framework described above. What's worth highlighting is Individual Student Planning as a CONTINUOUS, CYCLICAL, FEEDBACK process of exploration.

Diagram 1: Conceptual Framework of Individual Student Planning



To help students and their parents to acquire the objectives and get psychologically or motivationally prepared to navigate the career exploration activities, a long introduction has been given in the tool. Teachers are recommended to remind these “guiding principles” of ISP to students from time to time:

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

### 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.

***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, and you are able to contribute to the society. To start with, ask WHO YOU ARE.

Besides, there is a section for teachers and parents. When given opportunities, career teachers should introduce the following principles to parents and teachers who may also provide guidance to students on further studies and vocational training.

#### 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.

#### ***For Teachers:***

Try to be...

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

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 development**
- **Discuss and share their problems on individual planning with you, senior students in school and their parents**

#### ***For Parents:***

Try to be...

- **Supportive**

Help your child by...

- **Encouraging them to participate in a larger**

- **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**

**diversity of 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.**
- **Supporting them in setting and actualizing short-term and long-term goals**

Students who have learned to focus on their own futures, and to navigate their way towards fulfilling their dreams, have much more compelling reasons to work hard in school. This does not only help the student improve academically, but to help them to plan their life, thus to provide students a better future.

The junior tool will be well connected by a senior student planning tool named “Achieving with Your Life Colours” which will link secondary studies with tertiary educational options, work choices, and life goals.

### **Highlights of special features of ISP**

Though this Individual Student Planning Tool is not the first or unique local education package on career education, there are several outstanding features of ISP that we believe investment of our effort and energy is worthwhile.

1. The ISP is a **collaborative product** of the Hong Kong Association of Careers Masters (HKACMGM) and the Curriculum Development Institute (CDI), Education Bureau. Both parties regard this production a meaningful opportunity to bring in career education in our school curriculum, especially when we witness emerging students’ need in time of New Senior Secondary Curriculum. The HKACMGM is responsible for drafting the career education activities and lining up support from local academics and inviting pilot schools to try out the ISP. Section on information of further studies and progress path, i.e., the “opportunities and constraints” would not be available without support and input from various sections of CDI. We believe that INFORMED CHOICE of students should base on well-balanced combination of these two components. In this regard, the ISP is the ONLY education package that aligns career education with the local New Senior Secondary Curriculum.

2. The ISP has been organized and designed in a way that students, no matter having close guidance of careers teachers or not, can complete different “stations” at different stages of their junior or senior education. These tools **allow students to keep the junior and senior ISPs in one package, and with their own discretion, they can even incorporate other relevant information of their academic and non-academic achievements/records** such that by the end of their S.6 year, the whole package becomes a coherent record of career exploration they experienced through their secondary school years. This record provides a **strong and crucial foundation for formulating their SLPs.**
3. Career-related experiences have become an essential component of Other Learning Experiences (OLE). As readers may point out in previous sections, career-related experiences can be more encompassing – career guidance activities can be incorporated into school curriculum in a broad sense. ISP is a practical element of career guidance that goes beyond mass career guidance program. One of our concerns is whether **individual students’ diversified needs can be catered for** in school with an obvious deficiency in allocation of resources towards career guidance/education. Another key concern is to get students INVOLVED and be held responsible for their career or critical life decisions – student planning that really comes from “individual” level.
4. Making students “held responsible” for their decisions doesn’t override the need to be supported. Motivation originates from the community – a trustful and mutually supportive relationship with career teachers, parents, alumni, senior students in school, fellow classmates in class can make a difference. Therefore, from the very beginning of the ISP, we stress the need to have **every student navigate the process with a supportive partner**, one who is sincere and be willing to provide constructive opinions.

### **Roles of Teachers**

Career teachers are taking on a new role, though ISP will not be successfully implemented without practical support from the school administration (for instance, sufficient space inside and outside time-tabling and reasonable financial support). In the Piloting Program we had six schools participating in trying out the ISP with diversified learning and teaching strategies – from mass program for over S.2 students to small class teaching for 15 students. Analysis of teachers’ and students’ feedback convinced us that students need and like to have a useful career education tool to assist them in gaining self-understanding in relation to S.4 study plan, no matter the class size is large or small. As expected, the smaller the class-size the better the interaction between teacher and students.

Nevertheless, the enthusiasm and professional knowledge of teachers are also determining factors of effective learning. Some teachers designed additional activities such as making concept-map on dream careers by students; some teachers prepare presentation file what complemented the booklet in

explanation of concepts. These innovative practices did help bolstering students' motivation to reflect on and engage in the demanding tasks.

In many classes of the piloting program class teacher periods were used. Therefore, not only the career teachers but also class teachers should be equipped with professional knowledge of some basic career intervention theories, for instance, the Six Holland Interest/Personality Categories, which in fact provides the overarching conceptual background of this ISP, and the upcoming version for senior form students. To facilitate professional development of local teachers (career teachers and class teachers) in this regard, and to ensure sustainability of educational impact of the project, the HKACMGM will provide basic training support to schools adopting ISP in their curriculum.

The following guideline provides learning objectives and tips for teachers' reference, but we insist that NO detailed teaching plans that spell out the procedures of delivery in class. **Based on understanding of students' profile, their needs and other contextual factors (e.g., class-size, level of study, time allocated for a teaching session), teachers can exercise their professional expertise on the sequence of selected activities, degree of interactive learning/sharing in pairs or in groups, as well as incorporation of preparatory or extended career education activities.**

### Suggested activities

#### Station 1 Ready for a Journey of Self Exploration?

The focus of Station 1 is to identify personal qualities of the student. It requires several sessions (40 minutes to 1 hour per session) to go through all the tasks as students need to explore ideas that may not come to their mind. Self-exploration is a demanding task especially for junior secondary students; therefore teachers may slow down the pace, ask them to share in pairs/group/class. The role of teacher in this session is to assist student in self-exploration.

#### Station 1.1: WHO AM I? My First Biography

Learning Objectives:

- As a warming-up self-exploration exercise, students start to be aware that they need to reflect on who they are, and learn that there are individual differences in interests/career goals among fellow classmates.
- By brain-storming, students can identify and name their own interests, including hobbies, subjects and learning activities inside or outside school.
- Students recall occupations they were and are interested in; attending to the consistency or discrepancy/change through time.
- Students start to alert the reasons (values, expectations...etc.) behind their occupation aspirations.

Examples of student work:

Example 1:

當我讀幼稚園的時候，我夢想的職業是 開花店 因為 我喜歡種不同的植物，尤其厚花。

當我讀小學的時候，我夢想的職業是 時裝設計師 因為 可以設計很多我個人風格的衣服/晚裝。

現在，我夢想的職業是 暫時沒有 因為 很多職業都不是我理想中的職業。

Example 2:

當我讀幼稚園的時候，我夢想的職業是 教師 因為 我看到老師教導學生的時候好像很快樂，小時候很想教導人。

當我讀小學的時候，我夢想的職業是 女警察 因為 我覺得他們很偉大，經常拯救有需要的人，我也想當一個偉人！

現在，我夢想的職業是 時裝/室內設計師 因為 我想將我的設計可以有很多人喜歡，我喜歡做設計。

Tips for teachers:

- The guidance teacher introduces the concept of identity. From general ideas to specific, make students think about their affiliations and interests. Also ask students about their 'dream career', most importantly, ask WHY they thought they are dream careers.
- A non-directive tone is recommended.
- Encourage students to discuss or share ideas among the class.
- Ask students to bring academic reports for section 1.2

### Station 1.2: Checking My Academic Achievements and Competence

Learning Objectives:

- Students can identify subjects they can perform relatively well by following the TREND and absolute performance (scores) across the junior secondary years. This is an indication of their relative capability.
- Students can "visualize" academic aptitude relative to different subjects. Subject-related efficacy and interests related to subjects are measured by number 1 to 5.

- Using the data (profile produced on p.9), they can identify their relative strengths, weaknesses and areas for improvement with a reflective account. It should be stressed that answering the guiding questions in “PAUSE AND THINK“ with paper-and-pencil is only ONE of the means of triggering and recording one’s reflections. Students can have their own ways of engaging in reflections, such as sharing with their supportive partners, drawing pictures or conceptual diagrams, or other media they prefer. **The most important point is that students have seriously thought over these questions**

Examples of student work:

**停一停，想一想！**

哪些學習範圍最能將你的興趣、學習信心和能力結合起來？

(家政, 電腦, 設計與科技) 方面

你對你的學習潛力有何認識？

其實我不知道我的潛力有多少，  
但我知道自己所喜歡的是哪一科。

你認為自己在學習或學業需在哪方面改進？

我認為自己應有自律性，  
自動自覺溫習，這是我需要改善的。

如需入讀理想的選修科目，你應在什麼科目上多下苦功？有什麼行動方案？

1) 我的理想選修科目是視覺藝術  
2) 我認在設計和視藝多下苦功  
3) 在學校的學習以外，我會抽空自己練習畫畫

Tips for teachers:

- The purpose of this section is to visualize ability related to subjects of students. Subject-related efficacy and interests related to subjects are measured by number 1 to 5.
- Ask students to fill in their results in the first three columns according to academic reports of the previous year(s) (Leave blank for subjects that are not taken)
- For the rating of the ability points, learning efficacy points, and interest points, ask students to think seriously before filling in.
- “**Competence**” refers to academic ability a student possesses over a subject; it is best illustrated in scores student awarded. “**Confidence**” refers to a student’ perception on how well he or she can perform in future; a student may attribute the good scores to luck or hard



*work instead of one's true aptitude. "Interest" refers to a student's affiliation to the subject or discipline; true interest should be supported by aligned interests in reading habits or choice of activities.*

- Students may not comprehend the meaning and tell the difference between competence, confidence and interest in the first glance. Teacher's guidance and elaboration are necessary.
- Students can have their own ways of engaging in reflections (PAUSE AND THINK), such as sharing with their supportive partners, drawing pictures or conceptual diagrams, or other media they prefer. **The most important point is that students have seriously thought over these questions.** This rationale applies in all PAUSE AND THINK activities in the ISP.

Station 1.3: What have I learnt through experiences inside and outside school? A reflection on your skills and personal qualities

Learning Objectives:

- Students can successfully identify THREE "OLEs" that are most influential or can best illustrate their skills and personal qualities.
- Students are aware that through participation in various activities and teams, they can shape their **interest, knowledge, transferable skills, and attitude**; it is also through these opportunities that they can learn more about their strengths and weaknesses.
- Students can identify transferable skills and personal qualities they possess.

Examples of student work:

Example 1:

其他學習經歷	綜合能力	個人素質
1. 義工活動	處理資料方面的相關能力: (綜合) (整理) 創新 分析 應用數據 解難 應用資訊科技	判斷力 可靠 有創意 (熱心) 適應力強 (能幫忙) (照顧) 圓滑 (有禮) (有耐性) (具責任感) 幽默 整潔 (有抱負) (認真) (誠實) (體貼) (隨和) 具冒險精神 (有幹勁) (友善) 觸覺敏銳 (堅毅)
2. 舍護班	處理人際關係方面的相關能力: 教導 談判 指示 游說 (溝通) (服務) (執行指示) (幫助)	
3. 交通守則	處理事務方面的相關能力: 處理事件 做事精確 (操作)	

停一停，想一想！

你可以從以上的其他學習經歷紀錄中評估哪些是最適合自己的學科或職業類別嗎？  
不可以，因為它們沒有直接的關係。

你能夠應用多少所學到的綜合能力在你的高中選科規劃和抉擇上呢？為甚麼？  
大部份，因為它們對於我將來在處理資料方面，人際關係方面和事務方面也有很大的幫助，可以訓練我對於處理這些方面的能力，提升到學業以外的能力。

Tips for teachers:

- Among all the self-exploration activities in the junior ISP, this task may be the most challenging and difficult one for students. This requires substantial cognitive abstraction and self-reflection. Nevertheless, it is an activity that deliberately helps students build CONNECTEDNESS between their learning experiences outside the traditional curriculum (that most of them enjoy a lot) and their self-concept or self-efficacy. Completing this task requires a complex of analytical skills and making judgment; this initial experiment paves the way for constructing quality SLP in senior forms.
- Considering the above point teachers are highly recommended to deliver this session with pair-work. Students are allowed to work collaboratively with their supportive

partners, or their friends in class. Note that a mutually supportive atmosphere is vital for success.

- Ask students to think about activities that they participate in their life. If some students do not belong to any affiliations or do not participate in any activities, ask them to think about daily tasks (e.g. cooking, cleaning, or participation in casual sports).
- Ask students to think deeply about what abilities and qualities these activities can provide to them, some abilities and qualities are listed on the page, but if students are able to list other abilities, they can write in the blank areas.

#### Station 2: Career Honeycomb: Connecting your personality trait with your study and your career

Station 2 involves some theoretical parts of the Holland Classification System; thus, it is necessary for teachers to be familiar with the theory before guiding the students in this part. In brief, the Holland Classification System holds the following principles:

- The choice of vocation is an expression of personality.
- Interest inventories are personality inventories.
- Vocational stereotypes are reliable and have important psychological and sociological meanings.
- The members of a vocation have similar personalities and histories of personal development.
- Career development is a “person-environment fit” process.

At junior secondary level career interest of students are not fixed/rigid but fluid/dynamic and yet to be developed. Thus **non-judgmental, non-conclusive and non-diagnostic** guidance is required. Students can be aware of their “initial inclinations” but not a “code” that tells their fortune. “Inclinations” provide supplementary information that connects their interests, personality, activities they like with senior secondary curriculum choices, potential options of further studies and future occupations. It is more like OPENING UP WINDOWS that they can explore.

#### Station 2.1: The Honeycomb Part; and

#### Station 2.2: Honeycomb: Your interest profile

Learning Objectives:

- Students understand that personality is connected to NSS subject choices and their future vocation.
- Students are aware that they need to explore study choices and related occupations linked to each personality trait, including their own inclinations.
- Students can identify their dominant and secondary inclinations.
- Students engage in reflections on how their learning on the six honeycombs assist them in understanding their own interest and aspirations, as well as potential action plans to be

followed.

Examples of Student Work:

停一停 想一想

看過你最喜愛的兩個座標和其他座標後，嘗試把以下的問題和你的生涯規劃連繫起來。  
(你可能會和你的支持伙伴再次一起合作)

你會怎樣管理你的時間使你的潛質和天份能融會在工作或學習上？

我會將我的生活分成兩部分：學習及課餘，並在這兩方面上發揮我的潛質和天分。

你會做或學些什麼，從而得到最大的學習的滿足感？

我會學習急救課程，及訓練小學步驟。在這些活動中，我得到很大的學習滿足感。在急救課程中我可以學習救人；在訓練小學生步驟有很大成功感。

你會怎樣計劃你的高中課程和學習，使你能夠充分善用你的技能，配合你的性格和準備你將來有可能從事的事業呢？

我會在學業上努力讀書，吸收書本上的知識。在空餘時，我會繼續進修。我會參加與課程相關的課外活動，以充實自己。

就你在上述問題的回應，你現在會做或學些什麼，為自己在踏入高中前作好準備？

我現在會努力地讀書，看看對自己對哪一科更加有興趣。我也會參加急救班及訓練小學生步驟，以得到最大的學習滿足感。

Tips for teachers:

- Tell students the story of 'six groups of people in the party'. Describe briefly about the 6 groups.
- Ask students when their preferred group leaves the banquet, which group of the 5 they would choose.
- Suggestions to be done with section 2.2.
- Try to use visual aids such as drawings, pictures, videos, or toys to describe the groups.
- Explain the six types of career interest in different aspects, such as interests, preferred occupations, and personalities etc.

- Explain to students that the result is not diagnostic, and career interest in that stage is not ‘crystallized’, which refers that career interest at that age is NOT fixed but is highly flexible.
- Encourage students to discuss in small groups about whether the description matches their personal qualities.

### Station 3: Understanding your Senior Secondary Study Choices

The aim of section 3 is to introduce the school-based course options to students. Some materials are school-specific therefore teachers need to supplement the ISP with school-based curriculum model for students’/parents’ reference.

#### Station 3.1 Progression Path for Senior Secondary Graduates

Learning Objectives:

- Students learn about the simplified progression path of senior secondary graduates.
- Students are aware that they can refine their senior secondary study choice when they progress from S. 4 to S.5 such as taking Applied Learning courses.

Tips for teachers:

- Describe briefly about the educational advancement ladder to students.
- It is recommended that teachers cover the full picture of the ladder including local university study options, overseas opportunities, sub-degree programs, vocational training options, and career options without prejudice.

#### Station 3.2 Senior Secondary Curriculum

Learning Objectives:

- Students are aware the structure of senior secondary curriculum, basic requirement of a SS study plan and criteria for taking extra Xs.
- Students go through descriptions of senior secondary subjects (those they have initial interest, especially), including curriculum, what they can learn, how they can learn effectively and preparation for the future.

Tips for teachers:

- The structure of the Senior Secondary Curriculum is to be introduced to students.
- Explain course contents to students briefly, but in-depth study by students on their intended or interested subjects should be recommended and given sufficient time to do so.
- Motivate students to ask questions about course details.

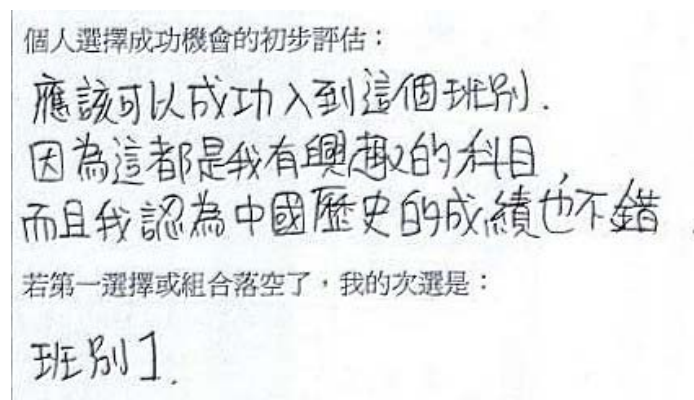
- Explain the significance of making INFORMED CHOICE, i.e., students should go back to the Letter to Students and refresh their memory about the few principles of making career or critical life decisions (which in fact, is to shape their belief or to avoid misconceptions on career and life planning). The subject descriptions are long but these lists provided by individual subject sections of the CDI are all worth reading.

### 3.3 Study Choices and Selection Procedures offered by YOUR School

Learning Objectives:

- Students comprehend clearly the school-based senior secondary curriculum structure, including number of Xs allowed, the subject options/combinations, mechanism of selection and admission, availability of reviewing choices in S.4, allowance to take applied learning courses.
- Students are able to formulate a tentative senior secondary plan about subject choices according to their self-understanding on interest, aptitude, personal qualities and career aspirations/goals.
- Students are able to assess success rate of having their study plan actualized and thus be aware of the need to make an action plan.
- Students are motivated to make contingency plan(s) and understand that having “second-best” is not a failure.

Example of student work:



Tips for teachers:

- This section is school-specific, which is prepared by the school according to their course options provided to students.
- If available, guide students in small groups or individually about their study options.
- Teachers may consider Station 3 part of the career guidance program for S.3 subject selection, which usually includes parents talk, sharing by senior form students, alumni and teacher representatives of various disciplines. Students are reminded to consider information

from a number of sources to get a balanced view on their tentative study plan.

#### Station 4: How can I get there?

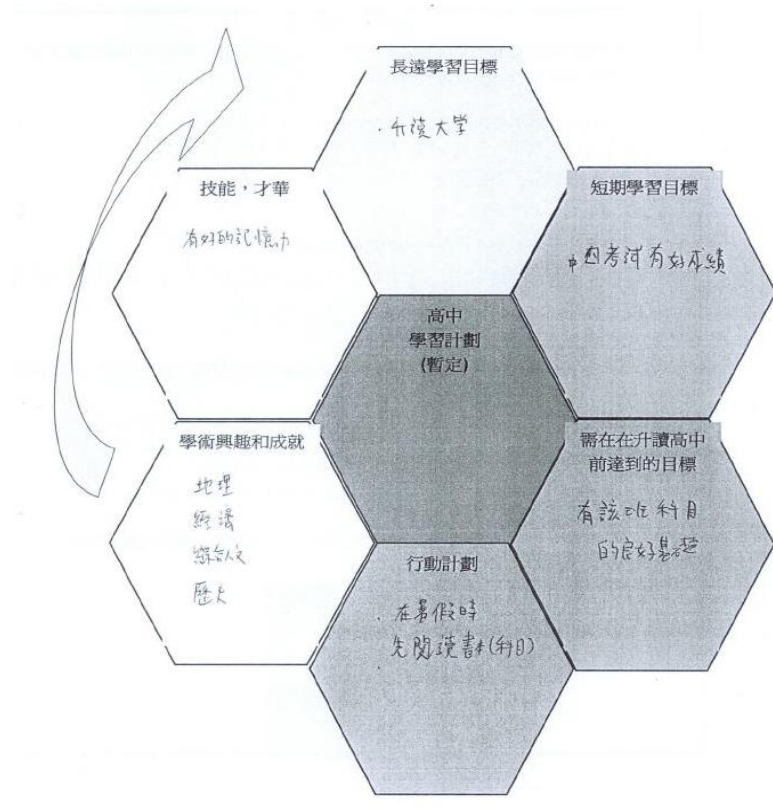
Station 4 is another demanding activity. The key skills required this time is INTEGRATION. MY ACTION HONEYCOMB, after completion, provides a constructive summary of what students have experienced throughout all these career-related experiences. Students are given an opportunity to refresh their learning on self, opportunities and constraints in previous stations; and definitely, they should applaud for their own achievement in their first career and life planning exercise.

Goal planning is the aim of this section. Students are invited to make goal for their senior secondary study. This is also one of the core objectives of the ISP. Teachers are suggested to introduce the SMART goal making method to students, and then complete the honeycomb in the next page.

#### Learning Objectives:

- Students can REVISIT previous stations, EXTRACT and INTEGRATE key findings to fill up the Action Honeycomb, starting from Academic Interest/Achievement to Skills and Talents and finally to Tentative Senior Secondary Study Plan, in a logical sequence.
- Students are motivated and show the determination to take actions in their plan.
- Students are willing to keep the plan for review after they are promoted to senior secondary level.

#### Example of student work:



Tips for teachers:

- Try to explain the SMART method in goal making using relevant examples.
- Complete the honey comb on the next page from ‘Academic interest and achievements’ to ‘Secondary School Study Plan’ in clockwise direction. (Yellow to Red)
- Guide students to use answers of previous sections to complete the honeycomb.
- For ‘action plan’, ask students to think what they can actually do in order to achieve the goal. Ask students to write as specific as they can.
- Motivate students to keep the ACTION HONEYCOMB as a drive for progressive improvement or actions; also remind them this “tentative” plan is subjected to continuous revision based on their experience in senior secondary study and enriched understanding of their strengths and limitations.
- If the senior ISP is also adopted for use, reviewing this ACTION HONEYCOMB can be a very useful starter activity.

#### Station Plus: The Support Partner Honeycomb

This is the last section of the student studying planning booklet. At this stage students are expected to have basic knowledge of career and study goal planning as well as their personal qualities. Section 4 and 5 is a summary of the student portfolio for the ongoing reference of students. Students are suggested to list their goal to remind themselves of what their goals are, and HOW to achieve the goal.

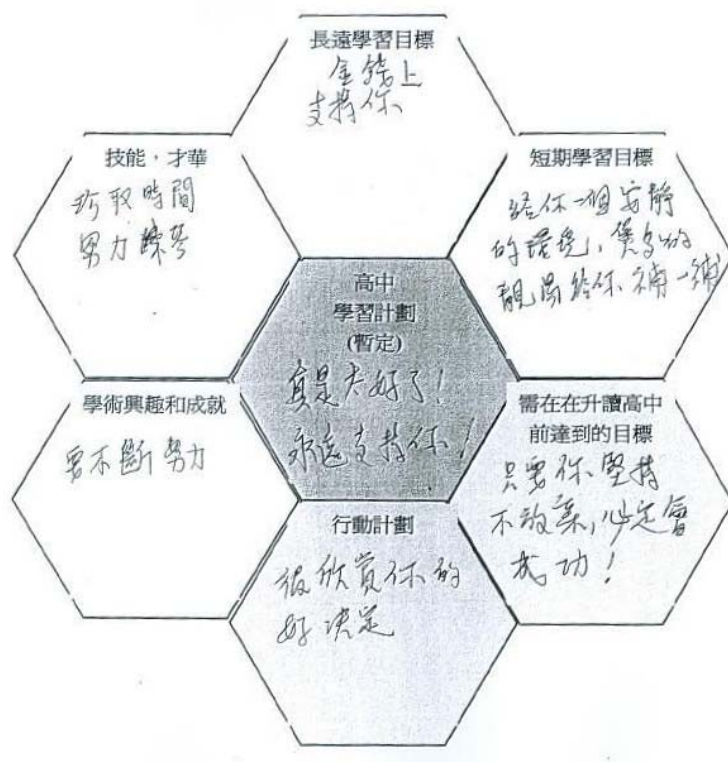


For section 5, students are suggested to share the 'honeycomb' that they finished in section 4 with their supporting partners to refine the chart.

Learning Objectives:

- Students experience support and recognition from partners.
- Students are able to LISTEN and exercise their judgment in refining their ACTION HONEYCOMB, if necessary.

Example of supporter's work:



Tips for teachers:

- Encourage students to share with their supporting partners.
- After students refine the honeycomb chart, ask students to share with the class.
- This section could be homework for students.