



- ▶ The SEN Theatre in Learning & Teaching Expo 2016
- ▶ Nurturing meaning in life, connectedness and life skills self-efficacy among talented students: The Life Skills Development Model
- ▶ 培育資優學生的人生意義，聯繫感和生活技能自我效能感：生活技能發展模式

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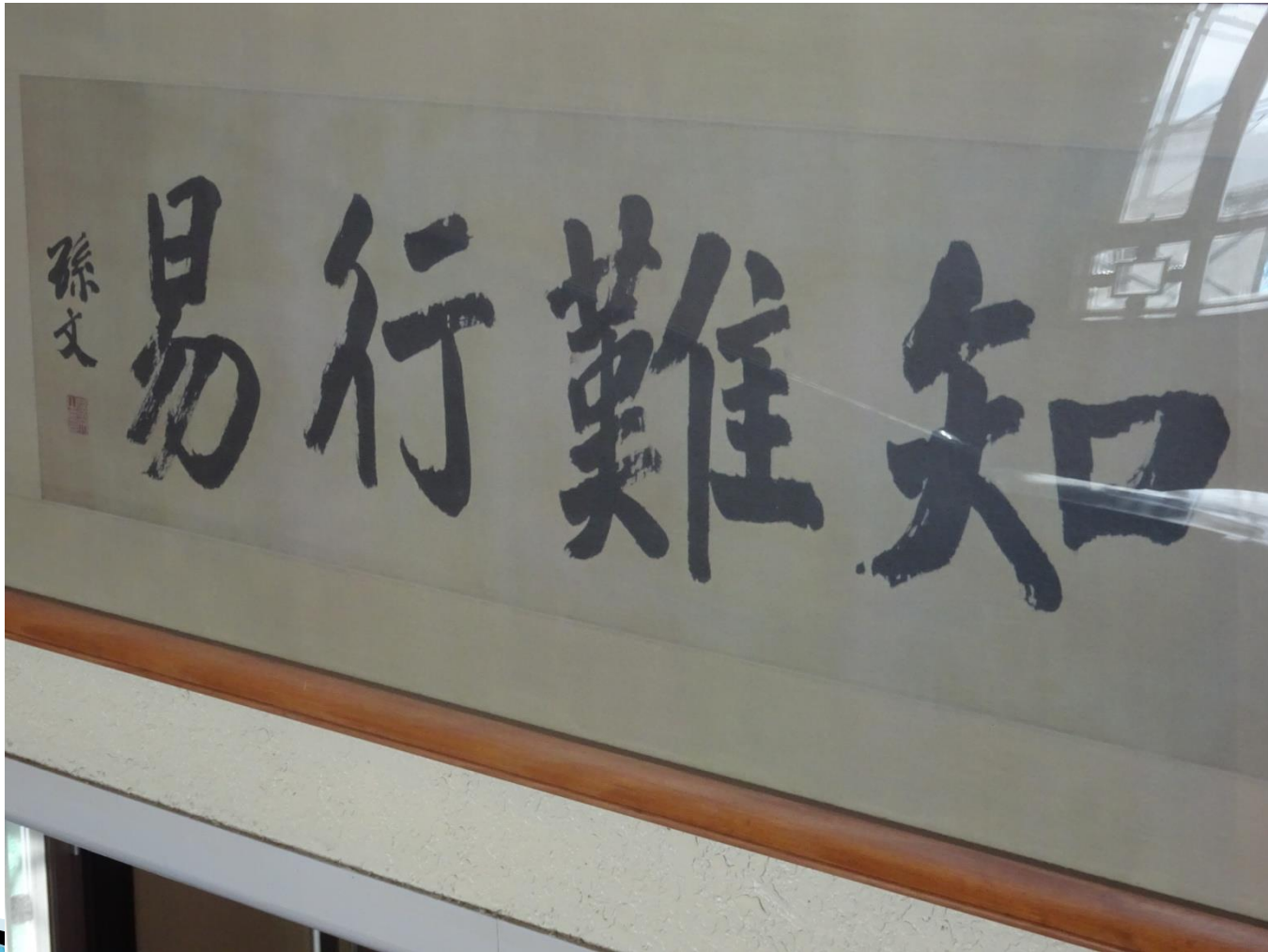
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Focusing questions:

- ▶ How do educators and parents develop young people's life skills?
- ▶ **Talented students'** life planning and career skills?

To understand is difficult; to act is easy – Sun Yat Sen



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Talented Students

- ▶ “Talented students are those who have **high achievement** in one or more of the following areas: an academic subject, technology, creative thinking, visual arts, music, performing arts, sports, and leadership.”

– CAISE

“Talented students are those whose skills are distinctly above average in one or more areas of human performance. Talent emerges from giftedness through a complex **developmental process** and via a number of influences, including the teaching and **learning opportunities.**”

--Gagne

What are the career development concerns for the gifted adolescents ?

1. Perfectionism and high expectations (self and others)
2. Emotional and intellectual intensity (might hinder long-range career planning)
3. Early emergence and **foreclosure**
4. **Multipotentiality** and specialization
5. Finance and time investment

Pyryt (1993) & Greene(2005)

The Life Skills Development Model

Life Skills Development Research Team (Yuen et al., 2001)

Life Skills Development Self-Efficacy Inventory (Yuen et al., 2004)

Position Statement on **Implementing Life Skills Curriculum** and **Comprehensive Guidance Program in Schools** (Yuen et al., 2004)

Life Skills Curriculum for Secondary and Primary Students
(Yuen et al., 2007)

Life Skills Development Model (Yuen et al., 2015)

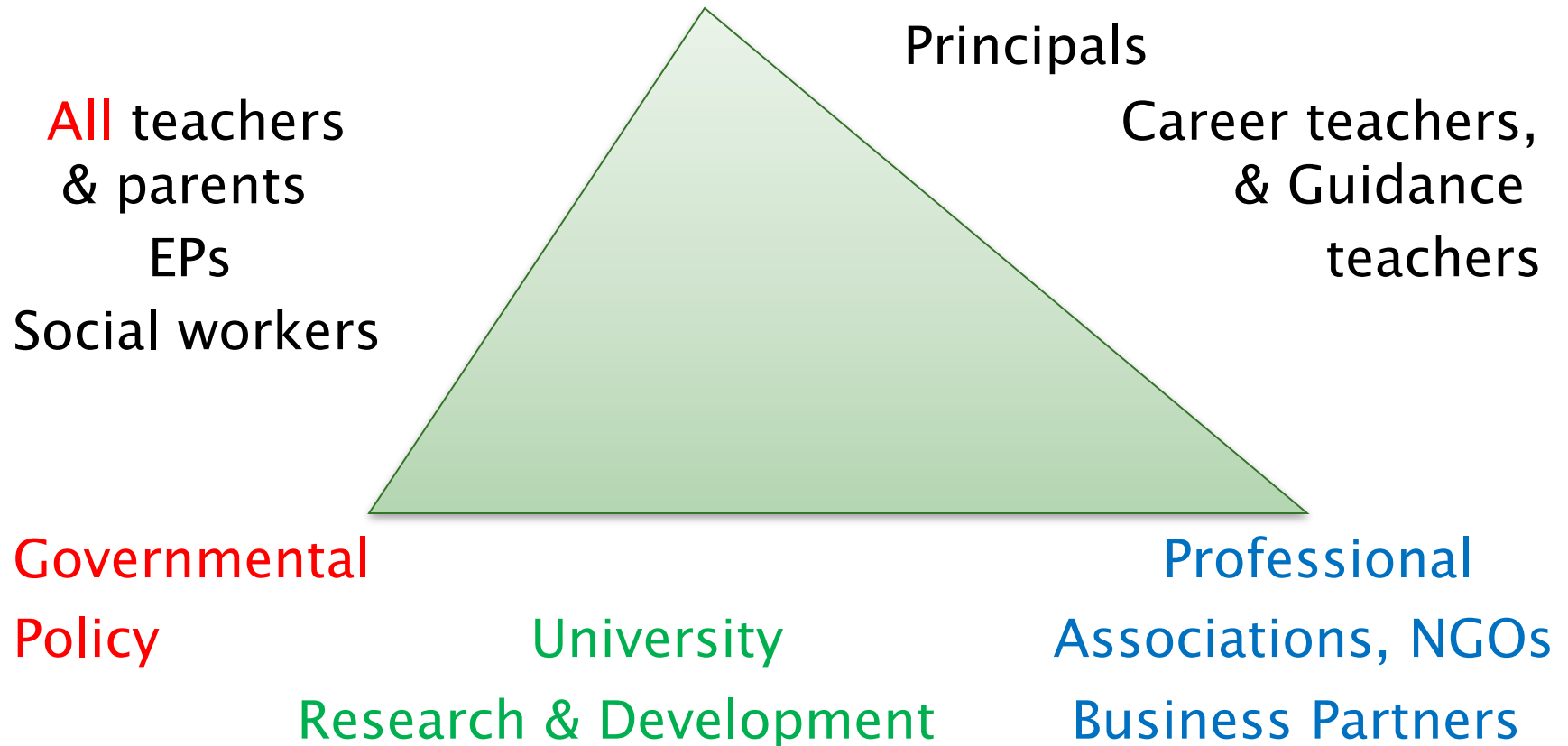


2004

Whole School Approach to Comprehensive Guidance and Life Planning for **ALL** students

(Yuen, 2007; Lam & Hui, 2010; Yuen et al., 2014)

School-based Counseling Policies & Programs



Life skills



‘Life skills’ are the everyday **competencies** that facilitate academic progress, personal and social development, and career planning.

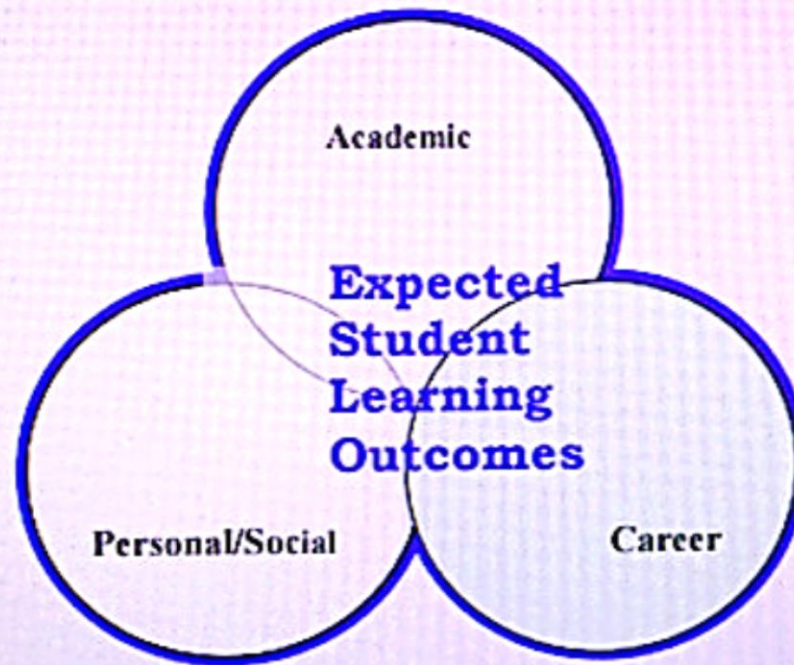
Examples include: study skills, interpersonal relationship skills, self-management and leadership skills, and skills in problem solving (Botvin, 1995; Yuen et al., 2003).

e.g. ‘Ask questions actively in class.’

<http://www.lifeskillstraining.com/>

Student Learning Outcomes (Career Guidance Section, Education Bureau, 2014, p.28)

Figure 9: Relationship of Expected Student Learning Outcomes and the Four Areas of Student Development



Life planning and career skills

Academic Development:

Time Management, Learning from Friends

Education Planning

Personal–social Development:

Understanding Self, Personal Goals Setting,
Co–operation and Team Spirit,

Career Development: Career Exploration,
Career Planning, Training Selection, Career
Goal Setting

(Yuen et al, 2008; Yuen et al., 2010; Yuen et al.,
2016)

Career adaptability resources (adapt-abilities)?



Mark L. Savickas & Erik J. Porfeli (2012)

According to career construction theory's model of self regulation relative to social and developmental tasks, there are four dimensions of career adaptability resources called adapt-abilities:

concern, control, curiosity, and confidence
which support self-regulation strategies.

1. Concern about the future helps individuals look ahead and prepare for what might come next.

“Preparing for the future”

2. Control enables individuals to become responsible for shaping themselves and their environments to meet what comes next by using self-discipline, effort, and persistence.

“Counting on myself”

3. Curiosity. Possible selves and alternative scenarios that they might shape are explored when curiosity prompts a person to think about self in various situations and roles.

“Looking for opportunities to grow as a person”

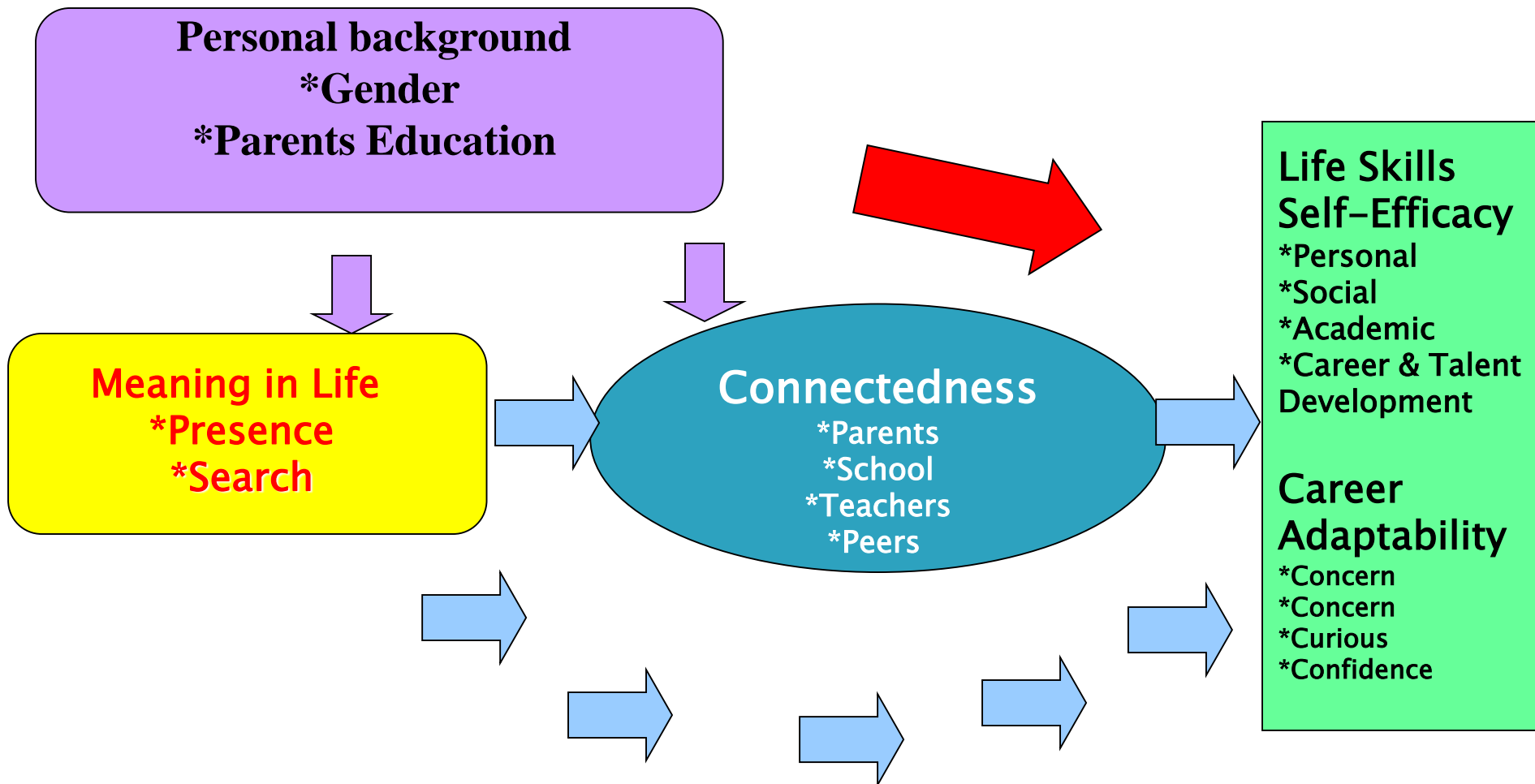
4. Confidence. These exploration experiences and information-seeking activities produce aspirations and build confidence that the person can actualize choices to implement their life design.

“Overcoming obstacles”

Increasing a student's career
adaptability resources or career
adapt-abilities is a central goal in
career education and counseling.
–Mark Savickas & Erik Porfeli

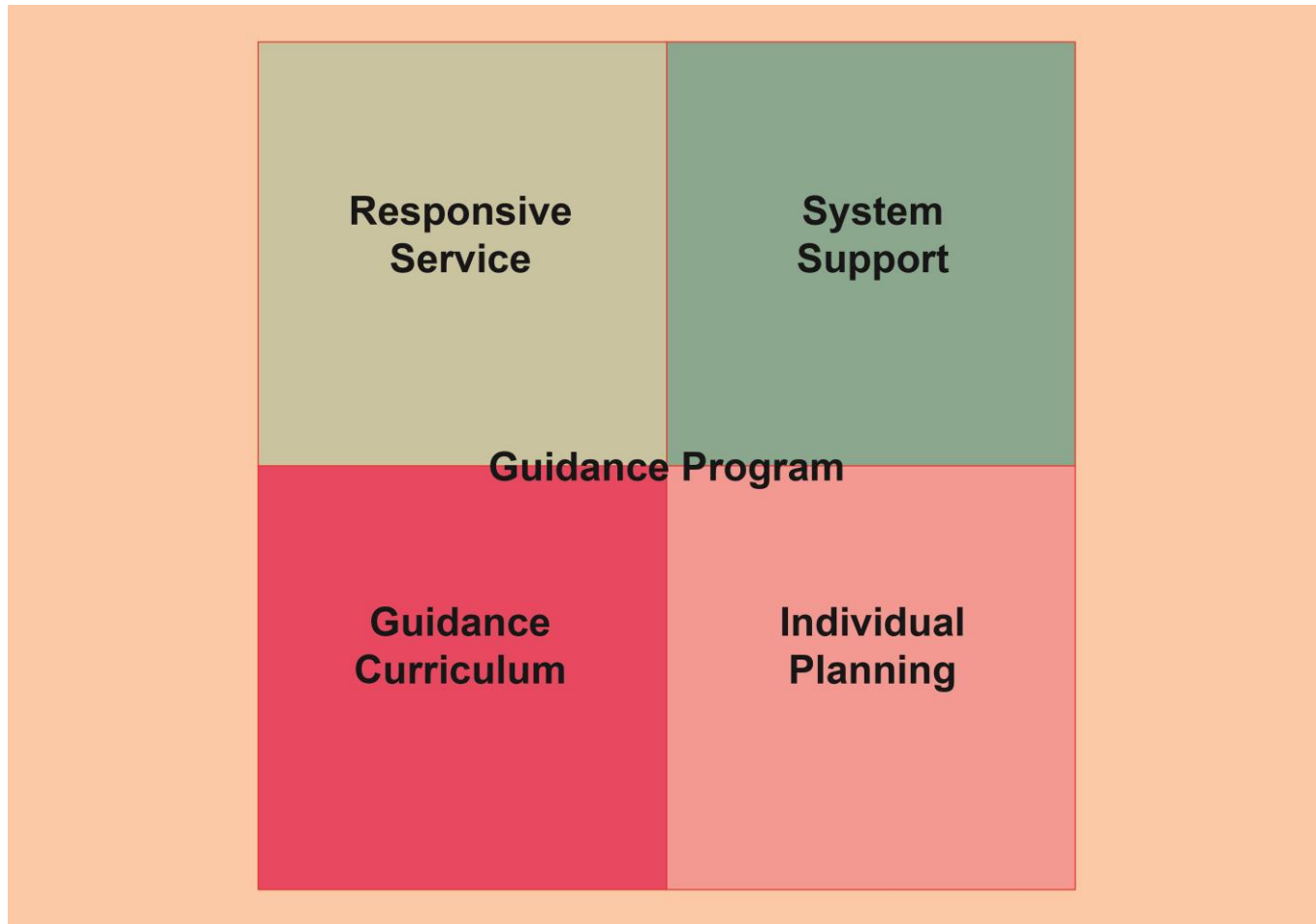
Strategies that work

1. Focusing on students' learning outcomes:
 - Enhancing students' life skills self-efficacy, and career adaptability
 - Nurturing students' connectedness to school, parents, teachers, peers and community
 - Helping students find meaning and purpose in life



Relations of Meaning in Life, Connectedness, Life Skills Self Efficacy and Career Adaptability among Students in Hong Kong : The Life Skills Development Model (Yuen et al., 2015)

2. Integrating the Framework, Curriculum, Activities and Evaluation: School-based Comprehensive Guidance Programme (Gysbers, 2004)

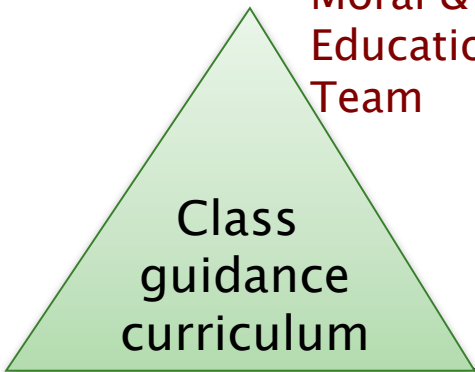


Comprehensive Student Guidance Programme in Primary Schools

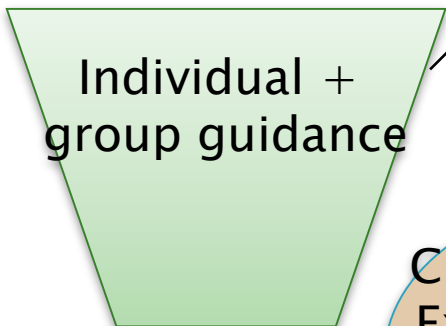
- (i) **policy** and organisation for creating a **caring culture**;
- (ii) support service for teachers and parents;
- (iii) personal growth education for developing the life skill competencies in curriculum (including **career awareness, work habits and talent development**) of all students;
- (iv) responsive services such as early identification of students at risk, and individual and group counselling

(Hong Kong Education and Manpower Bureau, 2003)

Moral & Life Education Team



Career Team

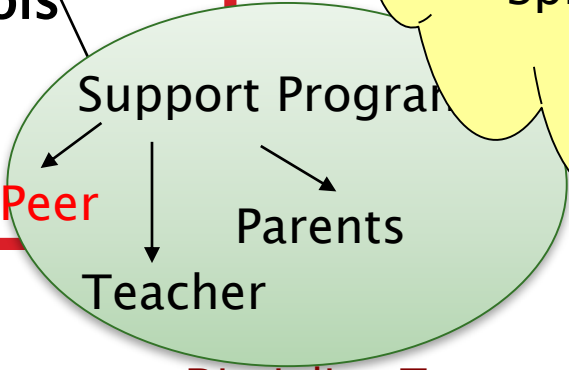
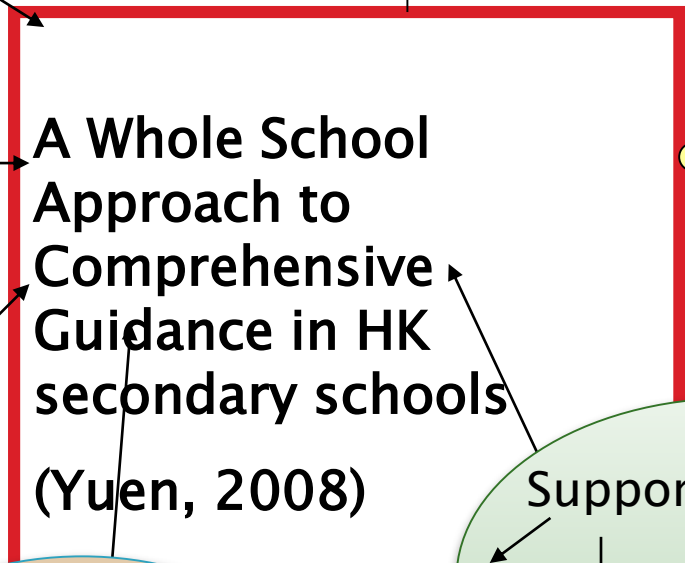


Guidance Team



Guidance Team

Extra-curricular Activity/ Life-wide Learning Team



- Academic
- Personal
- Social
- Career
- Spiritual
- Discipline Team
- Teacher Development Team
- Parent-Teacher Association
- Big-Brother-Sister Scheme

Career and Life Planning Programme in Secondary Schools

A curriculum reform in Hong Kong senior secondary education (Grade 10–12) in 2009

At the end of Grade 9, all students will choose their elective subjects

At the beginning of Grade 12, all students will choose their further education /training programs

Student self-understanding and development

Career exploration

Career planning and management

(Career Guidance Section, Education Bureau, 2014)

Strategies that work

1. Focusing on the outcomes
2. Integrating the Framework, Curriculum, Activities and Evaluation
3. **Assessing the students' needs & strengths**
4. Designing the curriculum & Organizing activities
5. Enhancing the learning process and programme elements

3. Assessing students' needs and strengths

School Level

1. Secondary 6 Students' Pathway Survey

2. Assessment Program for Affective and Social Outcomes (2nd Version) (**APASO-II**)

- <http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/apaso2/scale-overview.html>
- <http://www.edb.gov.hk/en/sch-admin/sch-quality-assurance/performance-indicators/apaso2/apaso1reference.html>
- Leadership Scale,
- Goals of Life Scale
- Expectation on Jobs and Careers Scale

3. Assessing Students' Needs and Strengths

School / Programme / Individual Level

3. Life Skills Self-Efficacy Inventory (*Yuen et al., 2004; short form; Yuen et al., 2016*) e.g.

Understanding Self Scale

Cooperation & Team Spirit Scale

Time Management Scale

Educational Planning Scale

Career Planning Scale

Career Goal Setting Scale

4. Quantitative and qualitative feedback from students

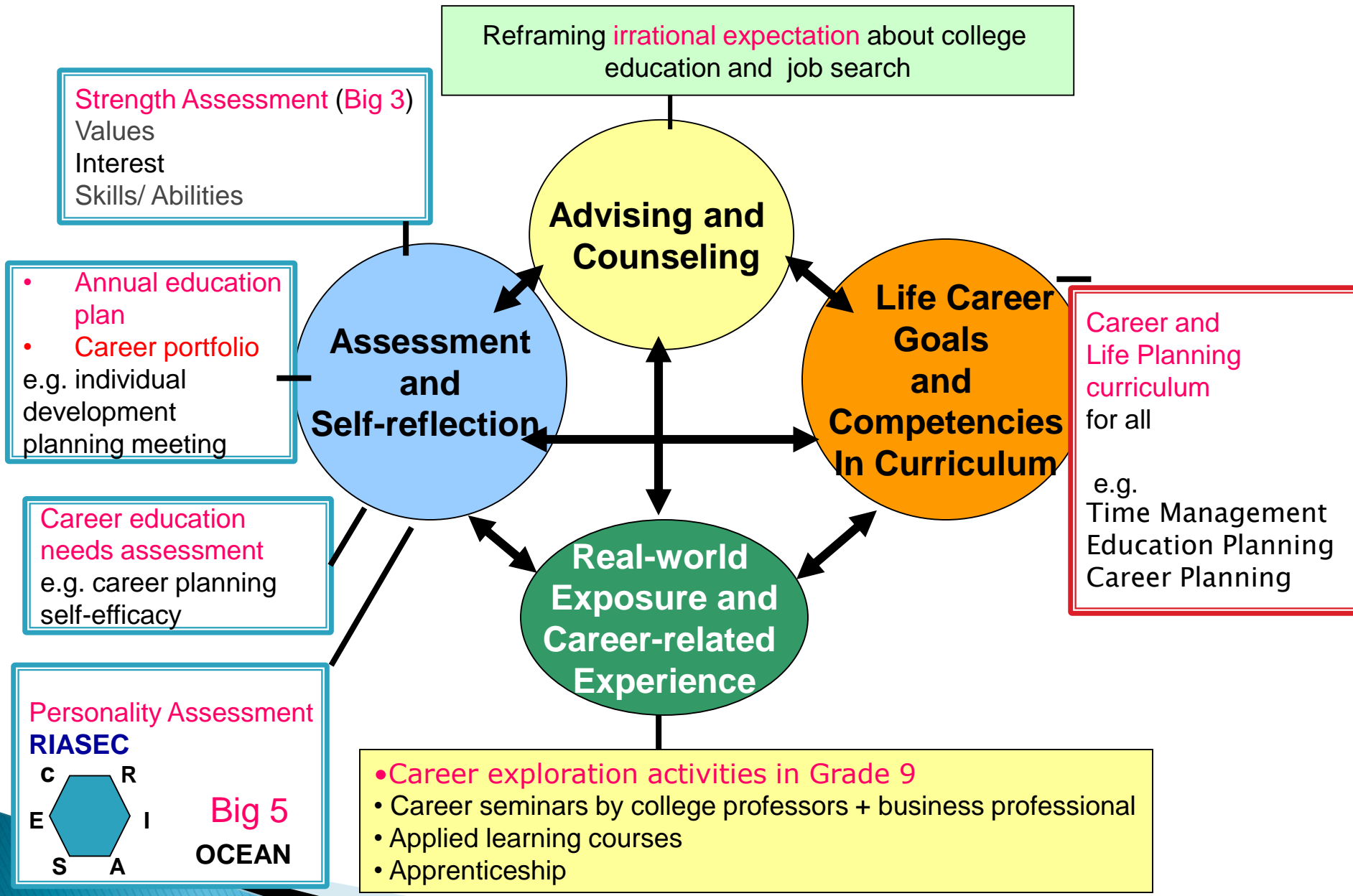
5. Individual Student Planning

4. Designing the curriculum and organizing career guidance activities

Four primary focus points:

- (a) **Life Career Goals and Competencies in Curriculum**
- (b) **Advising and Counseling**
- (c) **Assessment and Self-Reflection**
- (d) **Real World Exploration and Career-related Experience**

(Brown & Trusty, 2005; Cobia & Henderson, 2003; Yuen et al., 2008; 2016)



Career and Life Planning Activities for Senior Secondary Students (Yuen,2008; 2016)

5. Enhancing the learning process and programme elements: How do students learn career life skills through experience?

- (a) Experiencing: activity/groupwork “doing”
- (b) Reporting: sharing reactions & observations
- (c) Processing: examining patterns, and themes
- (d) Generalizing: linking the experience to the real world**
- (e) Applying: Planning effective use of new skills
(Kolb, 1984)

<http://www2.le.ac.uk/departments/gradschool/training/eresources/teaching/theories/kolb>

Critical Elements in Career Intervention (Brown et al., 2003)

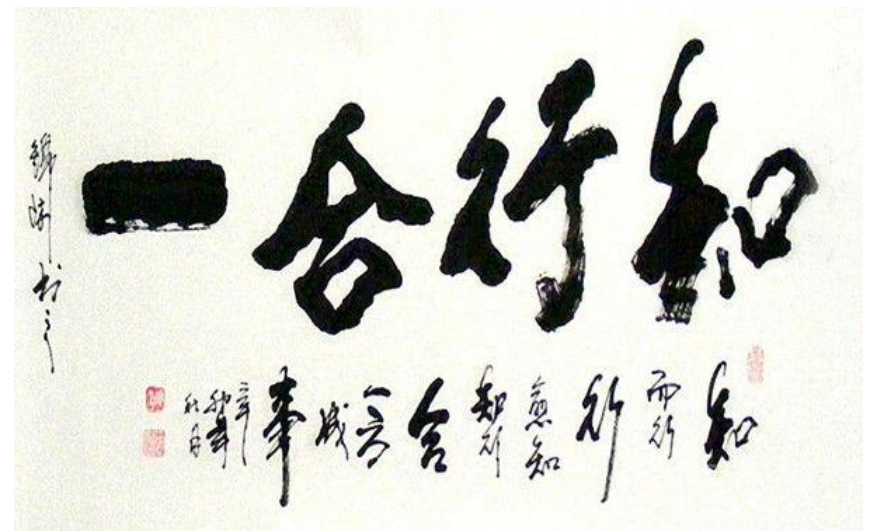
- (a) Write down goals and future plan.
- (b) Receive personalized feedback.
- (c) Collect work related information and opportunities.
- (d) Connect to successful models of similar background.
- (e) Support to the participants' career plan.



Research and practices on life planning and career guidance programmes

Knowledge is the beginning of practice; **doing** is the completion of knowing.

–Wang Yangming



Youth for and with Others



Case : Creativity Action Service (CAS) of the IB program

18 months of experiential learning
(Concrete Experience)

Personalized interview with CAS co-ordinator and career counselor
(Reflective Observation)

Students choose real authentic activities that suit their **interests and career plan** (Active Experimentation; **Opportunities; Support**)

Report on reflect on outcomes how this activity benefit self and others (Reflective Observation & Abstract Conceptualization)

(International Baccalaureate organization, 2016)

<http://www.ibo.org/programmes/diploma-programme/curriculum/creativity-activity-and-service/cas-projects/>

CAS project proposal (Active Experimentation; Plan)

Name of activity:

Expected number of hours from activity:

Describe the activity/project and state clearly what your **goals** are in committing to this project or activity (50 words):

Name of activity supervisor:

Supervisor's approval:

End of CAS activity evaluation (Reflective Observation)

Student's reflection

Comment briefly on relevant aspects of (50 words):

- Personal achievement: challenges, effort, personal growth, **concerns**
- Personal skills: time management, planning, **goal setting**
- Personal qualities: perseverance, punctuality, reliability, **curiosity, confidence**
- Interpersonal qualities: collaboration, respect, adaptability, communication with **parents**

Supervisor's evaluation (**Feedback**): attendance, punctuality, effort and commitment, development of **life skills**



2015

Q & A: Open Discussion

Conclusion

1. 'Life skills development' involves three areas of student growth and development: (a) **personal/social development**, (b) **academic development**, (c) **career and talent development** involving knowledge, skills and attitudes (Yuen et al, 2003).
2. The concepts of students' **self-efficacy**, **school connectedness**, connectedness to parents, connectedness to peers, **meaning in life** and **life satisfaction** are useful in understanding and evaluating students' life skills development (Yuen et al. 2014).
3. The principle of Kolb's **experiential learning** cycle is useful in planning life skills programme.

Implications: How can educators enhance students' life planning and career skills?

1. Life skills could best be enhanced through students' participation in real **authentic activities** in school or in the community.
2. Help students to **assess and reflect** on their own opportunities for life skills development .
3. Help students **set goals** in learning life skills in areas of academic, career, talent and personal-social development.

4. Encourage students **reflect on the experience**, how one has contributed to others and learnt after completing each activity. e.g. students are to write brief reflection report weekly and monthly.
5. Help students **adjust one's goal** and plan in collaboration with parents, students and class-teacher
(Amatea, et al., 2004; Trusty, Niles, & Carney, 2005).

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