# 我的生涯規劃歷程
# *My Life Planning Portfolio*

## 升學就業發展自我學習及管理系統
*A Career Development Self-Learning and Management System*




*Version for*

**Education Bureau**

鼓動力量 掌握未來

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香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
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CLAP for Youth@JC
Career & Life Adventure Planning

# 我的生涯規劃歷程

在求學階段，生涯規劃教育旨在培養學生認識自我、作個人規劃、訂立和通過反思修訂目標，以及認識銜接各升學就業途徑，從而作出明智的升學或就業選擇。

生涯規劃並沒有捷徑。紀錄自己的學習歷程是十分重要，讓你回顧自己的成長經歷，探索自己的個性特點及思考理想的職業。要展開你的生涯規劃旅程，你可以做一些職業性向評估測驗，例如CII測驗及BIM測驗，讓你多了解自己的興趣及長處。測驗結果可以作為你規劃及反思未來的參考。你亦可以運用Shine•簡歷庫，紀錄生涯規劃歷程並編製學習概覽及學習歷程檔案文件夾。

此外，這裏有12課網上學習材料及短片，輔助你走過生涯規劃學習歷程，請瀏覽我的E-課堂。教師亦可以使用這些網上學習材料於生涯規劃教育課堂，請瀏覽專為教師而設的專業發展課程。

# 鳴謝

承蒙香港賽馬會慈善信託基金允准於本網頁轉載「賽馬會鼓掌．創你程計劃」網上平台的相關資源，教育局謹此衷心致謝。該計劃於2015年獲香港賽馬會慈善信託基金策動及捐助，旨在協助青少年進行事業和生涯規劃。

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# 關於我的生涯規劃歷程

## 目的

我的生涯規劃歷程是一個網上工具，幫助學生和青少年成長，並管理他們的個人升學就業發展情況。通過「歷程」的功能，用戶可以回顧和反思他們過去和現在的經歷，包括興趣、價值觀和成就等。「歷程」包含各種功能，幫助用戶理解他們的體驗和「Shining Points」，並有條不紊地規劃他們的職業和人生。「歷程」的功能鼓勵用戶設定自己的人生和職業目標，並確定實現這些目標的行動。用戶可以與在職業和人生中陪伴他們的朋友、老師、父母或其他值得信任的人分享「歷程」中的不同組成部分。

## 目標

我的生涯規劃歷程 的目標是在以下方面幫助年輕人：

1. 了解職業及生涯規劃是什麼
2. 理解並發展他們的興趣、技能、價值、成就，以及不同的「 Shining Points 」
3. 建立他們的個人升學就業發展檔案
4. 有系統地整理他們的升學就業發展相關資料及多媒體文件
5. 擬定他們自己的職業及生涯發展計劃並採取有意義的行動
6. 與教師分享他們的成就、反思（如歷程檔案初稿）及見解
7. 透過更新他們的「歷程」檔案管理他們的職業發展過程，重新訂立他們的規劃和行動

# 主要對象

首要對象 : 學生

次要對象 : 教師和家長



學生



教師



家長

# 帳戶類型

我的生涯規劃歷程帳戶讓你能夠快速進行設定以及取得工具來管理你的帳戶。你可以管理你的設定，以及體驗使用「歷程」建立學習歷程檔案文件夾。

## 3類學校帳戶




### 歷程檔案管理員帳戶

作為學校的升學及就業輔導主任，你可以註冊使用貴校歷程檔案管理員帳戶。你有權：

- 管理教師帳戶（分配身分、建立、刪除及批核帳戶）
- 創建學生註冊碼
- 檢視報告（可檢視所有用戶分組報告）

### 教師帳戶

作為獲授權的教師，經歷程檔案管理員批核，你可註冊使用教師帳戶。你可以：

- 創建學生註冊碼
- 檢視報告（僅可檢視由該教師自行建立的用戶分組）

### 學生帳戶

作為學生，你可以在「歷程」中探索不同的職業及生涯規劃資源，包括：

- 進行升學及就業評估
- 建立學習歷程檔案文件夾
- 建立作品集

# 歷程檔案管理員

# 帳戶簡介

# 歷程檔案管理員

# 帳戶身分

學校的升學及就業輔導主任可以建立一個歷程檔案管理員帳戶。這個帳戶負責建立和管理教師帳戶。歷程檔案管理員帳戶擁有系統的最高存取權限，可存取「歷程」的每個部分（包括所有學生報告）。

## 登入歷程檔案管理員帳戶的步驟

### 第1步　學校升學及就業輔導主任首次登入「歷程」

校方收到包括「用戶名稱」及「密碼」在內的一套我的生涯規劃歷程帳戶資料。

## 第2步　登入歷程檔案管理員帳戶

1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 以「用戶名稱」及「密碼」登入我的生涯規劃歷程。
3. 輸入驗證碼。
4. 按一下「登入」按鈕。



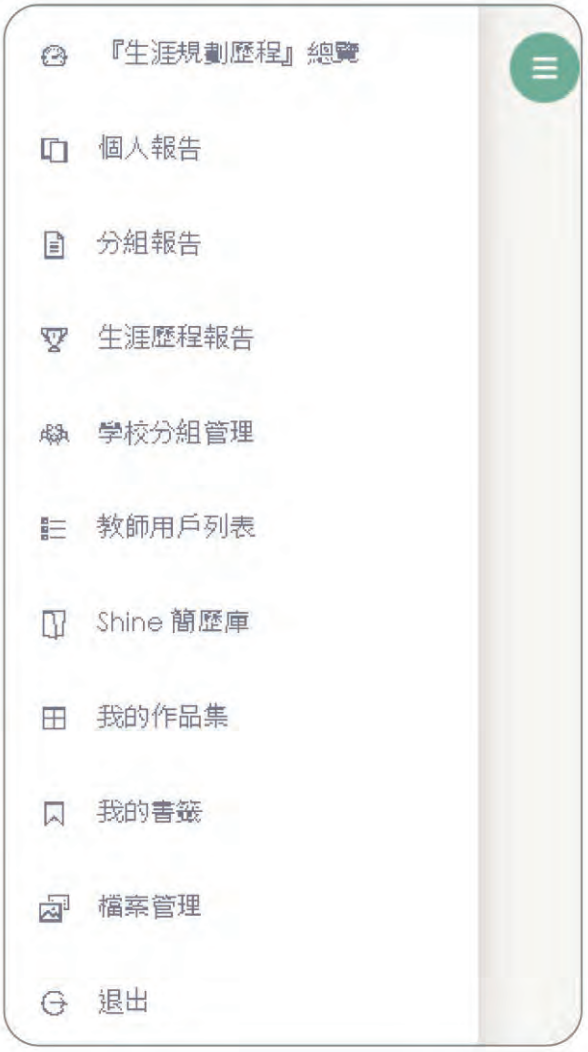

## 第3步　閱讀及同意使用條款 (僅適用於首次登入)

1. 你需要閱讀使用條款全文。
2. 請點選同意方格以同意使用條款。
3. 按一下「下一步」按鈕。



# 導覽功能表

歷程檔案管理員功能表位於「歷程」螢幕左手邊。在你移到某個導覽索引標籤上時，該索引標籤將會反白顯示以作提示。




## 左側邊欄功能表

- 『生涯規劃歷程』總覽
- 個人報告
- 分組報告
- 生涯歷程報告
- 學校分組管理
- 教師用戶列表
- Shine簡歷庫
- 我的作品集
- 我的書籤
- 檔案管理
- 退出

# 帳戶功能表

1. 帳戶功能表位於螢幕右上角。
2. 按一下「我的帳戶」。
3. 你可以在此更新帳戶資料、更改密碼及設定你的喜好。
4. 按一下 「保存」 設定。



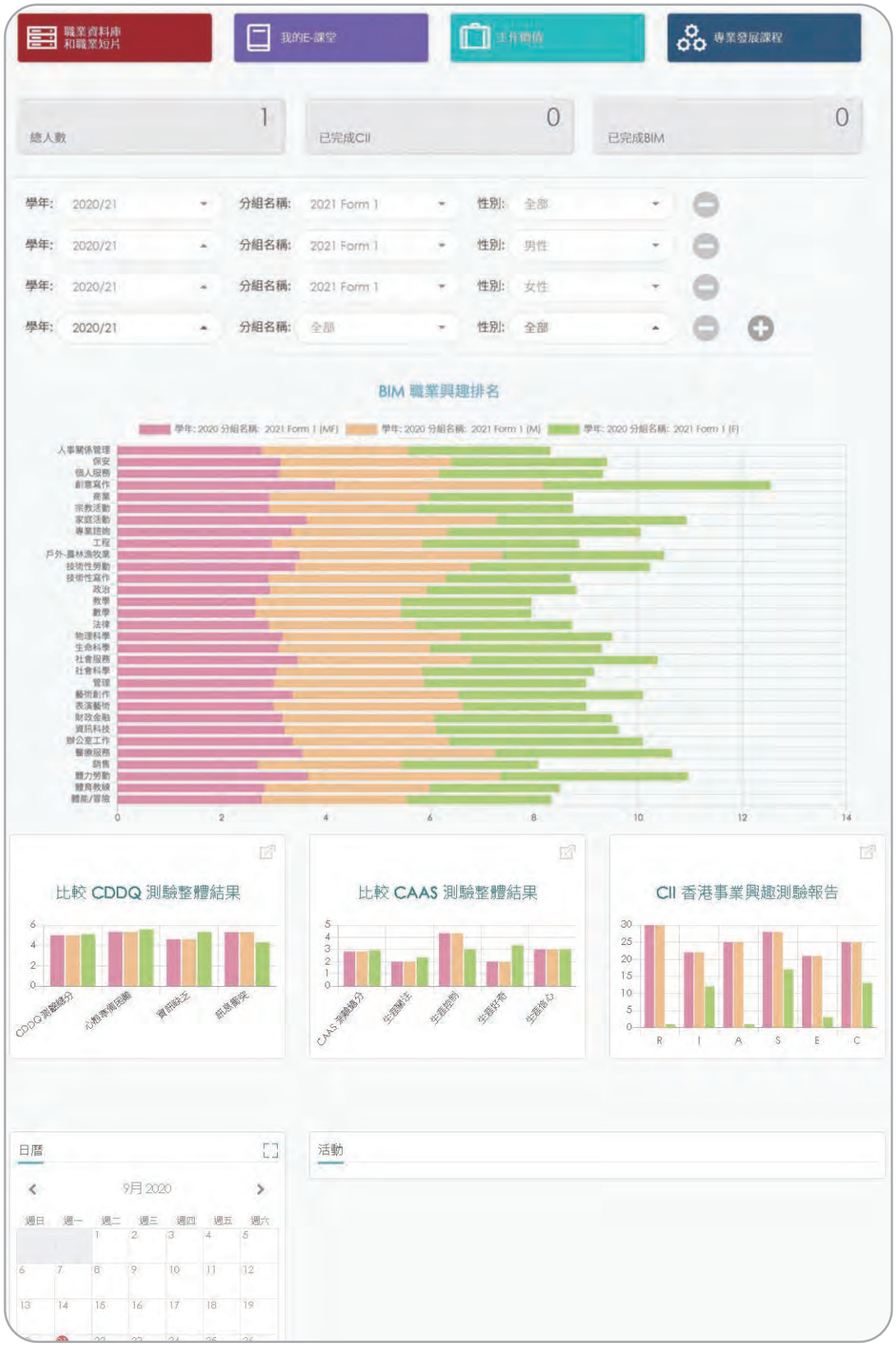

# 語言功能表

您可以隨時更改我的生涯規劃歷程的介面語言。

1. 按一下上方的「語言圖示」選擇語言。
2. 從下拉式功能表中選擇語言。



# 『生涯規劃歷程』總覽


職業資料庫
和職業短片
我的E-課堂
專業發展課程
總人數
1
已完成CII
0
已完成BIM
0
學年: 2020/21
分組名稱: 2021 Form 1
性別: 全部
BIM 職業興趣排名
比較 CDDQ 測驗整體結果
比較 CAAS 測驗整體結果
CII 香港事業興趣測驗報告
日曆
9月 2020
活動

『生涯規劃歷程』總覽向歷程檔案管理員顯示香港事業興趣測驗（CII）、基本職業興趣測驗（BIM）、擇業困難評估（CDDQ）和生涯適應能力量表（CAAS）的結果資料。

## 步驟　查看特定準則的結果資料

1. 選取所需要的「年份」、「分組名稱」、「性別」，然後按一下「+」（可選多項準則）。
2. 按一下「-」可移除不需要的資料。
3. 按一下「 」，在香港事業興趣測驗（CII）、基本職業興趣測驗（BIM）、擇業困難評估（CDDQ）和生涯適應能力量表（CAAS）之間切換結果資料。

### 職業資料庫和職業短片

有關不同升學就業路徑的資料。

### 我的E-課堂

此部分為教師提供豐富的網上學習教材及資源。此外，教師可分派課後練習給學生，確保他們能夠消化在課堂之中所學到的知識。

### 工作價值

這個工作價值遊戲幫助年輕人在擇業及人生路途的選擇上，辨認出對他們最重要的價值及信念。

### 專業發展課程

專業發展課程讓教師自主學習，透過已有及其他同工分享的影片，了解職業和生涯規劃的主要概念及應用。

### 香港事業興趣測驗（CII）

香港事業興趣測驗（CII）圖表比較校內學生在荷倫職業代碼所得的數據。

### 基本職業興趣測驗（BIM）

基本職業興趣測驗（BIM）圖表顯示學生選擇的基本職業興趣。

### 擇業困難評估（CDDQ）

擇業困難評估（CDDQ）圖表比較校內CDDQ的得分。

### 生涯適應能力量表（CAAS）

生涯適應能力量表（CAAS）圖表比較校內CAAS的得分。

### 日曆

設有日曆，以便用戶增刪與職業和生涯規劃相關的事件。你可以安排時間參加即將舉行的活動，好讓你時刻知道你的下一步。

# 管理教師帳戶

作為歷程檔案管理員，你需要核實可使用教師帳戶的教師，給予他們使用所需教師平台功能的權限。歷程檔案管理員有權建立和核實教師帳戶、刪除教師帳戶、將用戶的教師身分轉為歷程檔案管理員身分，或將歷程檔案管理員身分轉為教師身分。

## 教師用戶列表

教師用戶列表列載所有註冊教師帳戶。歷程檔案管理員可在此頁管理教師帳戶。

### 第1步　登入歷程檔案管理員帳戶

1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 以「電子郵件」及「密碼」登入我的生涯規劃歷程。



## 第2步　檢視及管理教師帳戶

1. 在側邊欄功能表，選取「教師用戶列表」。
2. 所有註冊教師帳戶均會顯示在面板上。



# 建立教師帳戶

## 第1步　建立新教師帳戶

1. 在側邊欄功能表，選擇「教師用戶列表」。
2. 在右上角按一下「新增教師」。



## 第2步　增寫表格，收取通知電郵

1. 填寫教師資料，然後按一下「建立」按鈕。
2. 確認電郵將發送至教師的電子郵箱。



## 第3步　批准 / 拒絕申請

1. 教師核實電郵並確認帳戶後，歷程檔案管理員將收到通知電郵以批准 / 拒絕新教師用戶。
2. 登入歷程檔案管理員帳戶批准 / 拒絕建立教師帳戶。
3. 在側邊欄功能表，選取「教師用戶列表」。
4. 按一下「批准」按鈕批准教師註冊。
5. 按一下「拒絕」按鈕拒絕教師註冊。




「批准」或「拒絕」教師申請

註：教師如使用由歷程檔案管員建立的帳戶，需於第一次使用該帳戶登入我的生涯規劃歷程時，閱讀及同意使用條款。

# 刪除教師帳戶

在刪除教師帳戶之前，歷程檔案管理員應確認學生已不再使用該教師的分組。刪除教師帳戶而未轉移分組擁有權會使某些分組功能受到限制。

如果有關分組仍在使用中，請將分組擁有權轉給另一位教師。詳情請參閱第54頁。

## 步驟　刪除教師帳戶

1. 在側邊欄功能表，選取「教師用戶列表」。
2. 按一下 「刪除」 按鈕移除教師帳戶。

註：如果教師帳戶被刪除，但分組仍在使用中而未將擁有權轉給另一名教師，則被移除教師的所有分組將自動被自動被轉到名為「（no group）」的分組中。



# 將用戶的教師身分轉為歷程檔案管理員身分

教師不能更改用戶身分，只有歷程檔案管理員可以更改用戶的身分。如果教師需要接替成為歷程檔案管理員，歷程檔案管理員必須手動將用戶身分從教師更改為歷程檔案管理員。

## 步驟　將用戶的教師身分轉為歷程檔案管理員身分

1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 以「電子郵件」及「密碼」登入我的生涯規劃歷程。
3. 在側邊欄功能表，選取「教師用戶列表」。
4. 在表格中，選取「教師」用戶身分。
5. 按一下 「轉為管理員帳戶」按鈕。
6. 該教師的身分現已轉為歷程檔案管理員。




更改教師身分：
「轉為管理員帳戶」

# 將用戶身分由歷程檔案管理員轉為教師

歷程檔案管理員身分的用戶可轉為教師身分。主歷程檔案管理員帳戶不能更改，亦不能由其他歷程檔案管理員移除。

## 步驟　將用戶身分由歷程檔案管理員轉為教師

1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 以「電子郵件」及「密碼」登入我的生涯規劃歷程。
3. 在側邊欄功能表，選取「教師用戶列表」。
4. 在表格中，選取「歷程檔案管理員」用戶身分。
5. 按一下「轉為老師帳戶」按鈕。
6. 歷程檔案管理員現被指派為教師身分。




更改管理員身分：
「轉為教師帳戶」

# 創建學生註冊碼

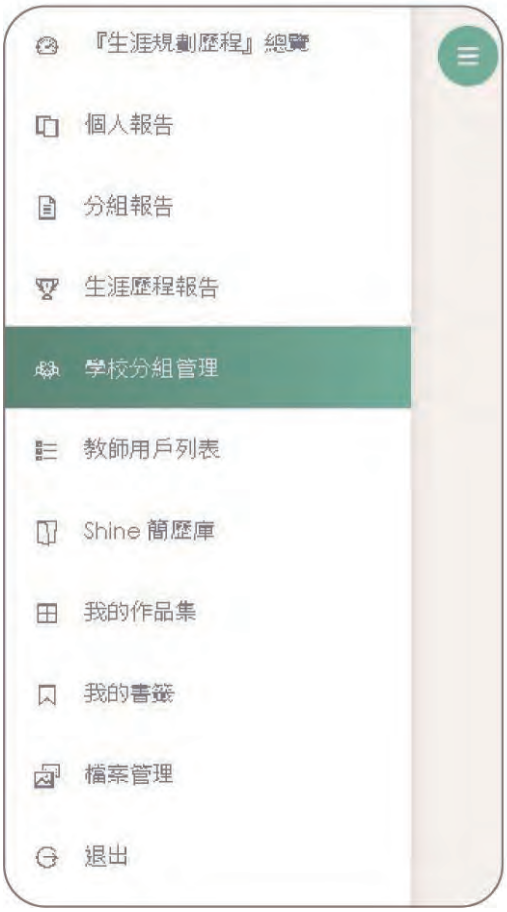
歷程檔案管理員可建立分組及創建學生註冊碼，以供學生建立他們自己的帳戶。每次產生的註冊碼都是獨一無二的。

歷程檔案管理員可檢視系統中的所有分組及帳戶，而教師只可以存取使用該教師帳戶建立的分組。

## 建立分組及創建註冊碼

### 第1步　登入歷程檔案管理員帳戶

1. 登入歷程檔案管理員帳戶。
2. 在左側邊欄功能表，選取「學校分組管理」。



## 第2步　為學生創建註冊碼

1. 填妥所有必填欄位。
2. 按一下「創建註冊碼」按鈕。
3. 註冊碼默認 7天後失效。

註：學年由9月1日開始，至次年8月31日止。歷程檔案管理員可為教師建立分組並將學生移至不同分組。然而，教師只可以建立他們自己的分組。



# 學校分組管理

學校分組可由歷程檔案管理員及教師管理。歷程檔案管理員可存取所有分組。教師則僅可存取他們自己建立的分組。學校分組管理允許歷程檔案管理員轉讓分組擁有權、刪除、開放或停用分組。

# 轉讓分組擁有權

如果某教師將要離校或任教不同班級，現任歷程檔案管理員可將該教師的現有分組轉給另一名教師。教師轉讓分組擁有權時，無需新接替教師接受。

## 步驟　將分組擁有權轉讓給其他教師

1. 移至 https://portfolio.lifeplanning.edb.gov.hk，按一下登入。
2. 在左側邊欄功能表，選取「學校分組管理」。
3. 點選你想要轉給另一名教師的分組旁邊的「選框」。
4. 在底部按一下「操作」，在行動欄的下拉式方格選取「更新管理人」。
5. 在「教師帳戶」中，選取該教師的姓名，然後按一下「確定」按鈕。

註：擁有權被轉讓後，原來的教師將不能再存取該分組。



# 刪除用戶分組

如果歷程檔案管理員認定不會再使用某一分組，即可將該分組永久性地刪除。教師只可以刪除自己的分組，但歷程檔案管理員則可刪除所有分組。

## 步驟　刪除用戶分組

1. 移至 https://portfolio.lifeplanning.edb.gov.hk ，按一下登入。
2. 在左側邊欄功能表，選取「學校分組管理」。
3. 點選你想要刪除的分組旁邊的「選框」。
4. 在底部按一下「操作」，在行動欄的下拉式方格選取「刪除」。
5. 按一下「確定」按鈕。

註1：分組一經從平台刪除即不可恢復。學生報告亦不再提供以供下載或檢視。

註2：如果被刪除的分組內仍有學生，則該等學生將會被移至「(no group)」分組。歷程檔案管理員可將學生移至校內其他分組。詳情請參閱第28至第29頁。



# 開放 / 停用註冊碼

建立分組後，歷程檔案管理員可隨時停用註冊碼。如果需邀請學生加入分組，歷程檔案管理員可開放分組的註冊碼。

## 步驟　開放 / 停用註冊碼

1. 移至 https://portfolio.lifeplanning.edb.gov.hk，按一下登入。
2. 在左側邊欄功能表，選取「學校分組管理」。
3. 點選你想要開放或停用的分組旁邊的「選框」。
4. 在底部按一下「操作」，在行動欄的下拉式方格選取「開放註冊」或「停用註冊」。
5. 按一下「確定」按鈕。

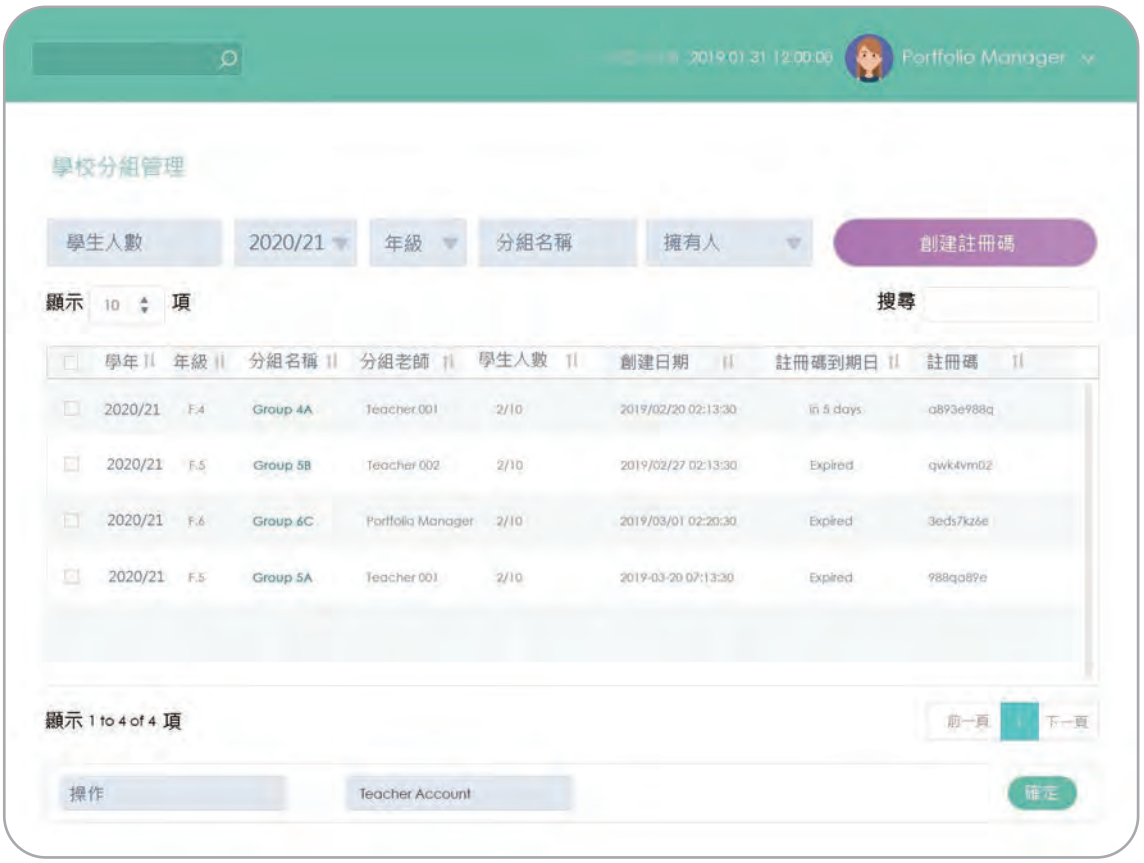


# 轉移學生至不同分組

如學生轉到另一班級或學校，歷程檔案管理員可將該學生從一個分組轉至另一分組。歷程檔案管理員可在校內所有分組之間移動學生以作管理。

## 第1步　登入歷程檔案管理員帳戶

1. 登入歷程檔案管理員帳戶。
2. 在左側邊欄功能表，選取「學校分組管理」。



## 第2步　轉移學生至不同分組

1. 按一下「分組名稱」。
2. 一個視窗會彈出，顯示用戶詳情。
3. 選擇你想移至新分組的用戶。
4. 選擇你想將學生移至的「分組」。
5. 按一下「保存更改」按鈕。

註 1：如果學生退學，歷程檔案管理員可從下拉式功能表中選取「（學生已離校）」將該學生從學校移除。歷程檔案管理員 / 教師將不再可以審閱該生報告。

註 2：學生被學校移除後，仍可登入我的生涯規劃歷程檢閱他 / 她的報告。



# 同校升班示例

2021年9月，教師 / 歷程檔案管理員為5B班全班創建新學生註冊碼並建立新分組（5B分組）。以下是學生（用戶1）由4B班升讀5B班的程序。

A校（教師 / 歷程檔案管理員）創建新學生註冊碼並建立新分組（5B分組）。請參閱第22至第23頁了解創建學生註冊碼的內容。

↓

學生（用戶1）登入我的生涯規劃歷程。

↓

學生（用戶1）移至「我的帳戶」輸入註冊碼（5B分組）。

↓

學生（用戶1）登出帳戶再重新登入。

↓

學生（用戶1）即從4B分組移至5B分組。

# 同一學年學生轉班示例

學生（用戶1）在9月的時候加入5B班。12月，該生轉到5A班。以下是學生（用戶1）由5B班轉到5A班的程序。

A校（教師 / 歷程檔案管理員）開放註冊碼（5A分組）。請參閱第27頁了解開放註冊碼的內容。

↓

學生（用戶1）登入我的生涯規劃歷程。

↓

學生（用戶1）移至「我的帳戶」輸入註冊碼（5A分組）。

↓

學生（用戶1）登出帳戶再重新登入。

↓

學生（用戶1）即從5B分組移至5A分組。

# A校至B校學生轉校示例

學生（用戶1）已在A校建立帳戶，而該生轉到B校。以下是學生（用戶1）從A校轉到B校6C班的程序。

B校（教師／歷程檔案管理員）創建新學生註冊碼並建立新分組（6C分組）。請參閱第22至第23頁了解創建學生註冊碼的內容。

↓

學生（用戶1）登入我的生涯規劃歷程。

↓

學生（用戶1）移至「我的帳戶」輸入註冊碼（6C分組）。

↓

學生（用戶1）登出帳戶再重新登入。

↓

學生（用戶1）即從A校移至B校。

# 報告類型

歷程檔案管理員可檢視所有學生報告。歷程檔案管理員可下載及審閱學校所有分組的報告。報告以中英文提供：

BIM、CII、CAAS、CDDQ及Footprint報告。

請注意：

(a) 每項評估每次需要約15至30分鐘完成。

(b) 教師可查閱評估結果以便在校內指導和協助學生進行生涯規劃。學生可請教師更深入地審視他們的評估結果。

(c) 請提醒學生在回答背景調查第1部份第(6)及第(7)題之前，必須諮詢及取得第三方（在此情況下即他們的家長）同意。

(d) 建議學生在中學階段無需進行每項評估多於1次。

## 個人報告

### 第1步　登入歷程檔案管理員帳戶

1. 登入歷程檔案管理員帳戶。
2. 在左側邊欄功能表，選取「個人報告」。



## 第2步　選取需要下載的報告

1. 在「選擇報告」中，選取報告類型。
2. 按一下「 PDF」圖示下載報告。



# 分組報告

## 第1步　登入歷程檔案管理員帳戶

1. 登入歷程檔案管理員帳戶。
2. 在左側邊欄功能表，選取「分組報告」。



## 第2步　選取需要下載的報告

1. 選擇分組名稱，點選「選框」。
2. 在「選擇報告」中，選取報告類型。
3. 按一下「下載」按鈕下載報告。



# 生涯歷程報告

歷程檔案管理員和教師可以查看學生提交生涯歷程報告的次數。他們亦可就生涯歷程報告給予學生個人化的意見。

## 第1步　登入歷程檔案管理員帳戶

1. 登入歷程檔案管理員帳戶。
2. 在側邊欄功能表，選取「生涯歷程報告」。



## 第2步　檢視學生的生涯歷程報告

1. 表格顯示所有學生的生涯歷程報告。
2. 選取學生姓名，按一下「查閱 / 評語」按鈕。
3. 學生的生涯歷程報告將在彈出方框中顯示。



## 第3步　新增教師評語

1. 選取學生姓名，按一下「查閱 / 評語」按鈕。
2. 選取上方日期最新及標有「星號」的項目。
3. 在底部輸入你的評語。
4. 按一下「儲存及複製至學生媒體庫」。

註：學生可在學生帳戶的檔案管理中查看新儲存的生涯歷程報告中的教師評語。



# 專業發展課程

## 第1步　登入歷程檔案管理員帳戶

1. 登入歷程檔案管理員帳戶。
2. 在『生涯規劃歷程』總覽中，選取「專業發展課程」。




In this program, practitioners will learn basic concepts and theories of the following area/dimensions:

- Dimension A: conceptual foundation of career and life planning
- Dimension B: career and life planning curriculum and experiential learning
- Dimension C: Career Counselling, Individual Planning and Coaching
- Dimension D: Workplace Learning, Community Capacity Building, and Life-long Career Development

Each dimension is made of four to five objectives with videos for the presentation of key concepts.

Course particip ants will need to finish five multiple choice questions (MCQs) as assessment for each objective. An extended learning component is followed after the completion of all objectives and their relevant assessments.

There will be at least one video of good prac tice sharing for each dimension. Practitioners are encouraged to put theories to practice in their working context.



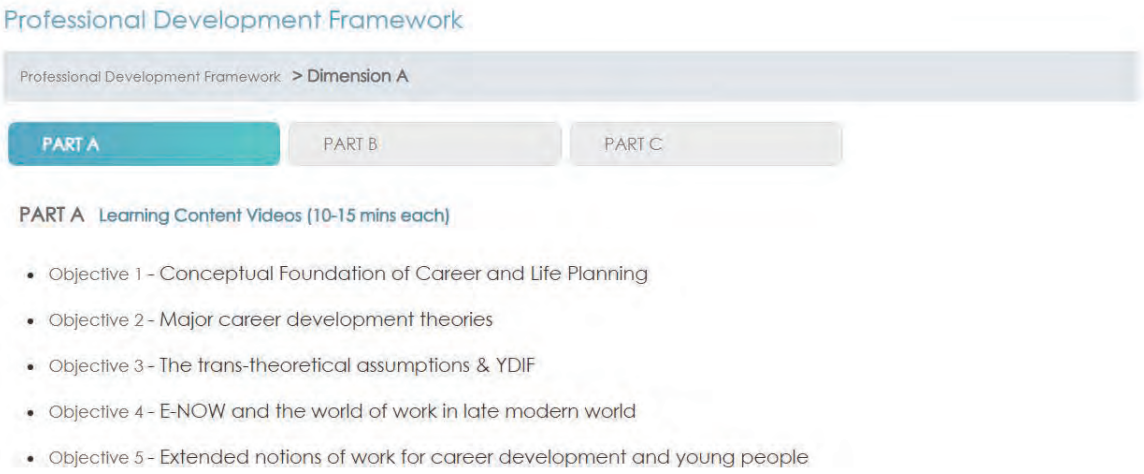
## 第2步　檢視課程教材

1. 選取特定的「Dimension」。
2. 選取特定的「Part」。

   「Part A」講解主要概念。

   「Part B」是學校分享。

   「Part C」是資源。




3. 播放「Part A 或B」的影片。你可在「Part A 」按一下「Go to assessment」進行評估。



# 評估樣本

## Professional Development Program

Professional Development Framework > Dimension A > Objective 1 > **Part A - Objective One**

### Part A - Objective One

1. Which of the following statement is <u>not true?</u>

- A. A calling is the thing you should "listen for" that constructs the meanings for individuals in their life work and create differences to other people.
- B. Vocation means calling.
- C. Career has a metaphorical meaning which means "road for means of transportation".
- D. Occupation refers to any full-time and part-time employment.

2. The term _____ refers to a journey that lasts your whole life. As you work, you build attitudes, values, skills, knowledge, and experiences.

- A. job
- B. occupation
- C. career
- D. work

3. The word _____ is oriented from Latin which has the meaning of "calling"

- A. Career
- B. Job
- C. Occupation
- D. vocation

4. Which of the following statement about work fulfillment is <u>not true</u>?

- A. Work as an individual's public and personal identity.
- B. Work as occupying time
- C. Work as social contribution
- D. Work as an aid to mental health

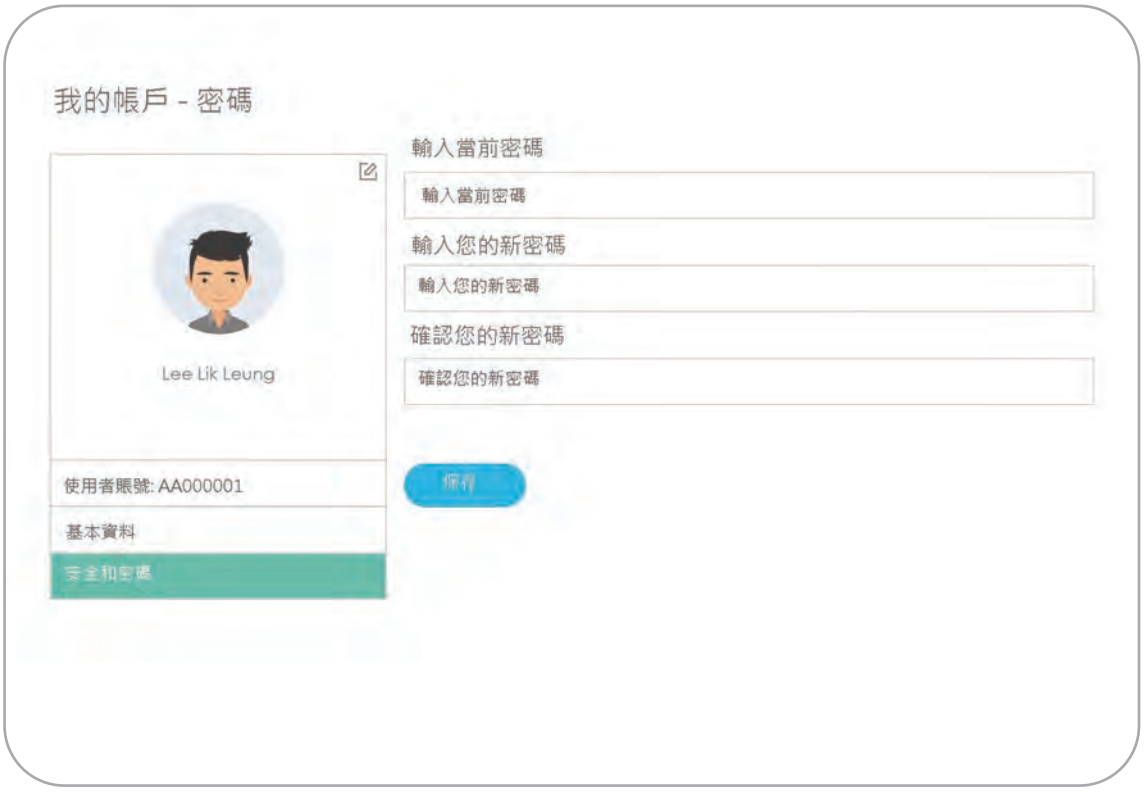
5. Which of the following question belongs to level 2(self-actualization) of Maslow's hierarchy of needs?

- A. What is the meaning of my work?
- B. Does my work match with my interest?
- C. How can I earn my living?
- D. None of the above.

Submit Export

# 安全及密碼

你可為安全原因更改密碼。




## 更改密碼

1. 打開你的「我的生涯規劃歷程」帳戶。你可能需要登入。
2. 在「安全和密碼」下。
3. 輸入你的現用密碼。
4. 輸入你的新密碼，然後按一下「保存」。

備註　1: 不能重用最近 3個密碼。

2: 每 365天，你將被要求更改密碼一次。我們建議你在每個學年開始時更改密碼。

3: 密碼不能含有用戶名稱及電郵代號。

# 教師帳戶簡介

# 教師帳戶身分

作為教師，你可以為你任教的每個班級建立分組。你建立分組時會自動產生學生註冊碼。你需要提供註冊碼給學生以讓他們加入你的分組。

此外，經驗證的教師可在網上查閱學生報告（如分組、個人、Footprint及生涯歷程報告），以追蹤學生的進度。

方法 1:
教師可在線上申請帳戶，之後會獲發一封驗證電郵。歷程檔案管理員隨後將收到教師的申請，並將需要批核帳戶。

方法 2:
歷程檔案管理員可直接建立教師帳戶。有關的教師將會獲發驗證電郵。在經歷程檔案管理員批核後，帳戶即可啟用。

* 上述程序旨在確保達到最高保安水平。

# 建立教師帳戶的步驟

## 第1步　教師自行註冊

1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 在螢幕右上角，輕觸註冊圖示，然後選取「學校用戶」。
3. 你需要閱讀使用條款全文。
4. 請點選同意方格以同意使用條款。
5. 按一下「下一步」按鈕。
6. 填妥註冊表格（學校用戶類型請選「教師」）。
7. 按一下「註冊」按鈕。
8. 歷程檔案管理員將批核你的申請，然後發送確認電郵到你的電子郵箱。
9. 檢查確認電郵，並按步驟操作。

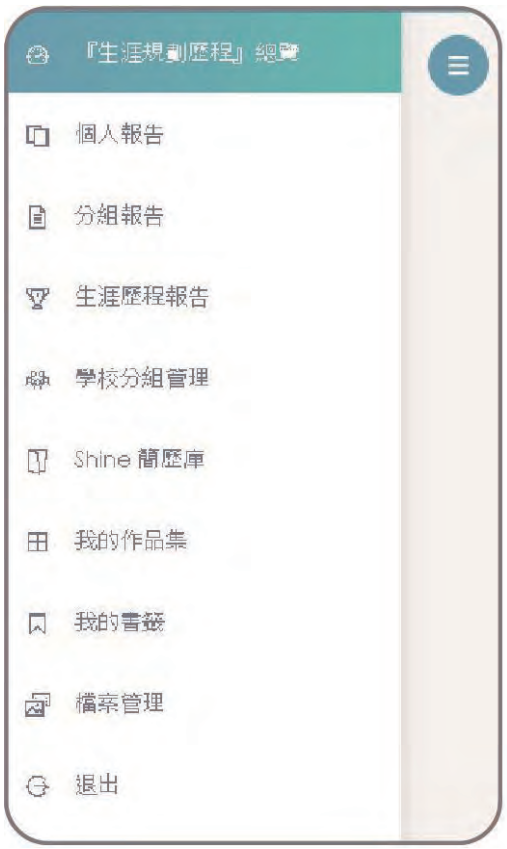


# 導覽功能表

螢幕左邊的功能表面板是教師帳戶的主要導覽工具。教師帳戶的主要功能是管理學生帳戶及檢視分組和個人報告。

## 左側邊欄功能表

- 我的『生涯規劃歷程』總覽
- 個人報告
- 分組報告
- 生涯歷程報告
- 學校分組管理
- Shine簡歷庫
- 我的作品集
- 我的書籤
- 檔案管理
- 退出



# 帳戶功能表

1. 帳戶功能表位於螢幕右上角。
2. 按一下「我的帳戶」。
3. 你可以在此更新帳戶資料、更改密碼及設定喜好。
4. 按一下「保存」設定。



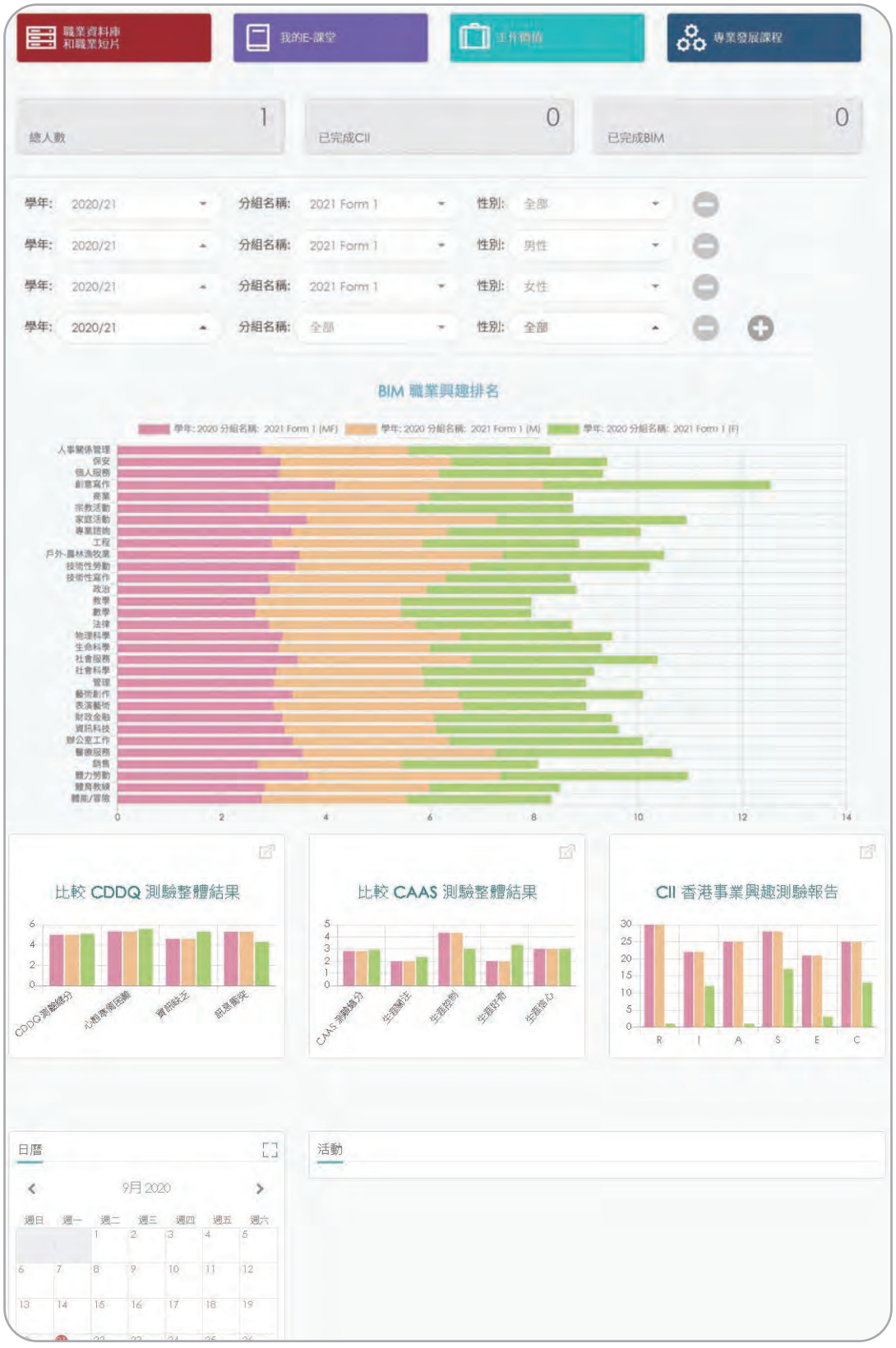

# 語言功能表

你可以隨時更改我的生涯規劃歷程的介面語言。

1. 按一下上方的「語言圖示」選擇語言。
2. 從下拉式功能表中選擇語言。



# 『生涯規劃歷程』總覽


職業資料庫
和職業短片
我的E-課堂
專業發展課程
總人數
1
已完成CII
0
已完成BIM
0
學年: 2020/21
分組名稱: 2021 Form 1
性別: 全部
學年: 2020/21
分組名稱: 2021 Form 1
性別: 男性
學年: 2020/21
分組名稱: 2021 Form 1
性別: 女性
學年: 2020/21
分組名稱: 全部
性別: 全部
BIM 職業興趣排名
學年: 2020 分組名稱: 2021 Form 1 (MF)
學年: 2020 分組名稱: 2021 Form 1 (M)
學年: 2020 分組名稱: 2021 Form 1 (F)
比較 CDDQ 測驗整體結果
比較 CAAS 測驗整體結果
CII 香港事業興趣測驗報告
R
I
A
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日曆
9月 2020
活動

『生涯規劃歷程』總覽向教師顯示香港事業興趣測驗（CII）、基本職業興趣測驗（BIM）、擇業困難評估（CDDQ）和生涯適應能力量表（CAAS）的結果資料。

## 步驟　查看特定準則的結果資料

1. 選取所需要的「年份」、「分組名稱」、「性別」，然後按一下「+」（可選多項準則）。
2. 按一下「-」可移除不需要的資料。
3. 按一下「 」，在香港事業興趣測驗（CII）、基本職業興趣測驗（BIM）、擇業困難評估（CDDQ）和生涯適應能力量表（CAAS）之間切換結果資料。

### 職業資料庫和職業短片

有關不同升學就業路徑的資料。

### 我的E-課堂

此部分為教師提供豐富的線上學習教材及資源。此外，教師可分派課後練習給學生，確保他們能夠消化在課堂之中所學到的知識。

### 工作價值

這個工作價值遊戲幫助年輕人在擇業及人生路途的選擇上，辨認出對他們最重要的價值及信念。

### 專業發展課程

專業發展課程讓教師自主學習，透過已有及其他同工分享的影片，了解職業和生涯規劃的主要概念及應用。

### 香港事業興趣測驗 (CII)

香港事業興趣測驗（CII）圖表比較校內學生在荷倫職業代碼所得的數據。

### 基本職業興趣測驗(BIM)

基本職業興趣測驗（BIM）圖表顯示學生選擇的基本職業興趣。

### 擇業困難評估 (CDDQ)

擇業困難評估（CDDQ）圖表比較校內CDDQ的得分。

### 生涯適應能力量表(CAAS)

生涯適應能力量表（CAAS）圖表比較校內CAAS的得分。

### 日曆

設有日曆，以便用戶增刪與職業和生涯規劃相關的事件。你可以安排時間參加即將舉行的活動，好讓你時刻知道你的下一步。

# 創建學生註冊碼

作為教師，你可以為你任教的每個班級建立分組。教師僅可存取他們自己建立的分組。建立分組時會自動產生學生註冊碼。教師可將註冊碼提供給學生，讓他們註冊帳戶及使用註冊碼加入你的分組。每次產生的註冊碼都是獨一無二的。

## 建立分組及創建註冊碼

### 第1步　登入教師帳戶

1. 登入教師帳戶。
2. 在左側邊欄功能表，選取「學校分組管理」。



## 第2步　為學生創建註冊碼

1. 填妥所有必填欄位。
2. 按一下「創建註冊碼」按鈕。
3. 註冊碼默認 7天後失效。

註：學年指每年學校開放讓學生上學的期間。學年由9月1日開始，至次年8月31日止。



# 學校分組管理

教師可存取他們自己建立的分組。學校分組管理允許教師轉讓、刪除、開放或停用他們自己的分組。

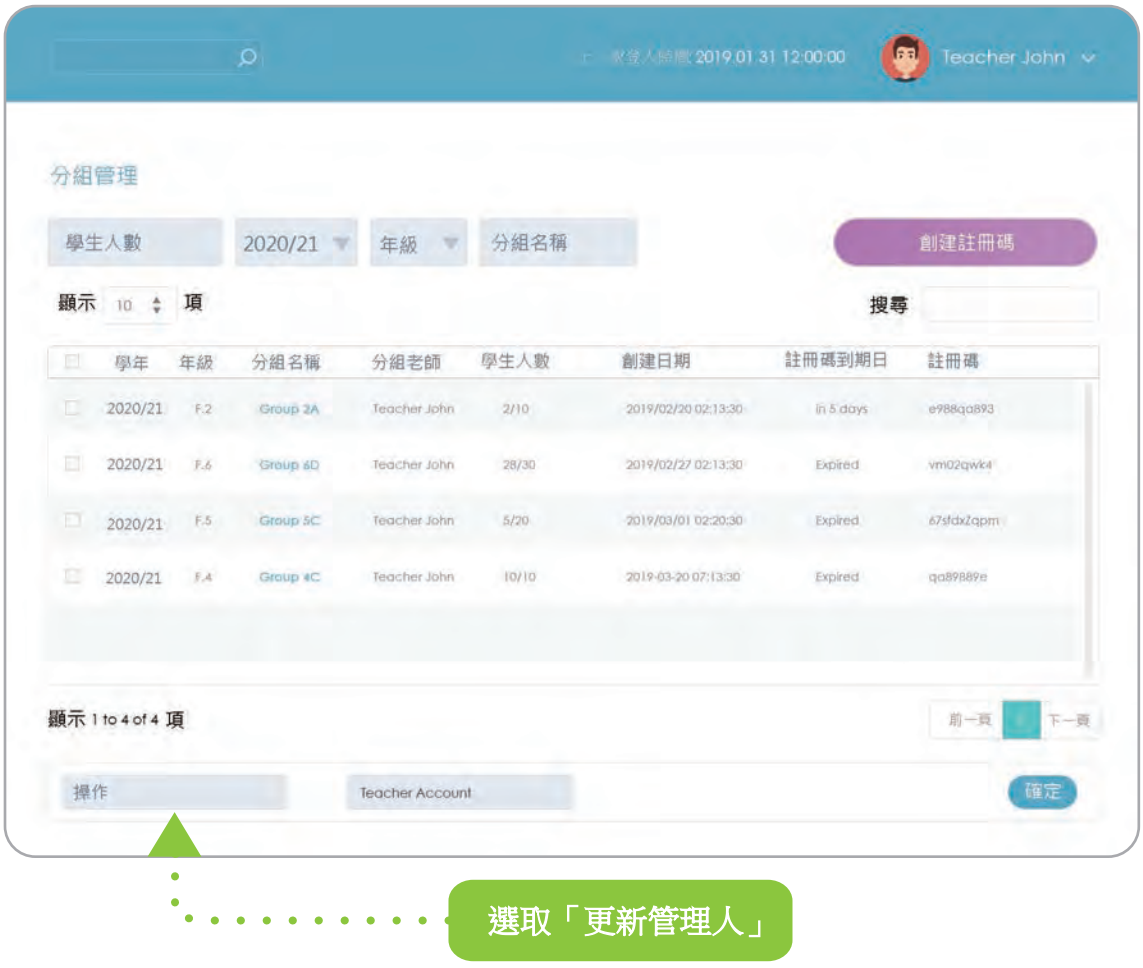
# 轉讓分組擁有權

如果某教師將要離校或任教不同班級，現任教師用戶可將他 / 她的分組轉給另一名教師。教師轉讓分組擁有權時，無需新接手教師接受。

## 步驟　將你的分組轉給其他教師

1. 移至 https://portfolio.lifeplanning.edb.gov.hk ，按一下登入。
2. 在側邊欄功能表，選取「學校分組管理」。
3. 點選你想要轉給另一名教師的分組旁邊的「選框」。
4. 在底部按一下「操作」，在行動欄的下拉式方格選取「更新管理人」。
5. 在「教師帳戶」中，選取該教師的姓名，然後按一下「確定」按鈕。

註：將擁有權轉讓給其他教師後，你將不能存取有關分組。



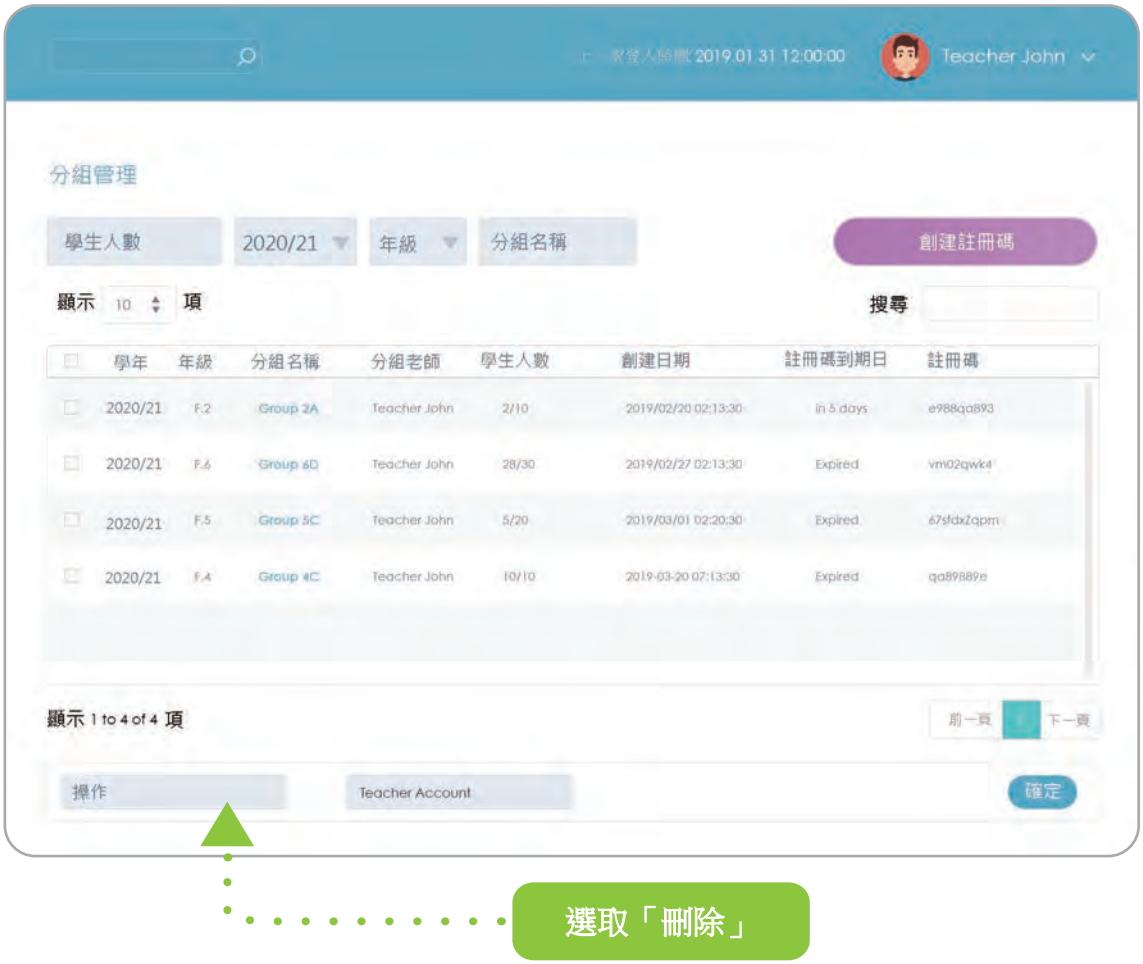
# 刪除用戶分組

## 步驟　刪除用戶分組

1. 移至 https://portfolio.lifeplanning.edb.gov.hk ，按一下登入。
2. 在左側邊欄功能表，選取「學校分組管理」。
3. 點選你想要刪除的分組旁邊的「選框」。
4. 在底部按一下「操作」，在行動欄的下拉式方格選取「刪除」。
5. 按一下「確定」按鈕。

註 1：分組一經從平台刪除即不可恢復。學生報告亦不再提供以供下載或檢視。

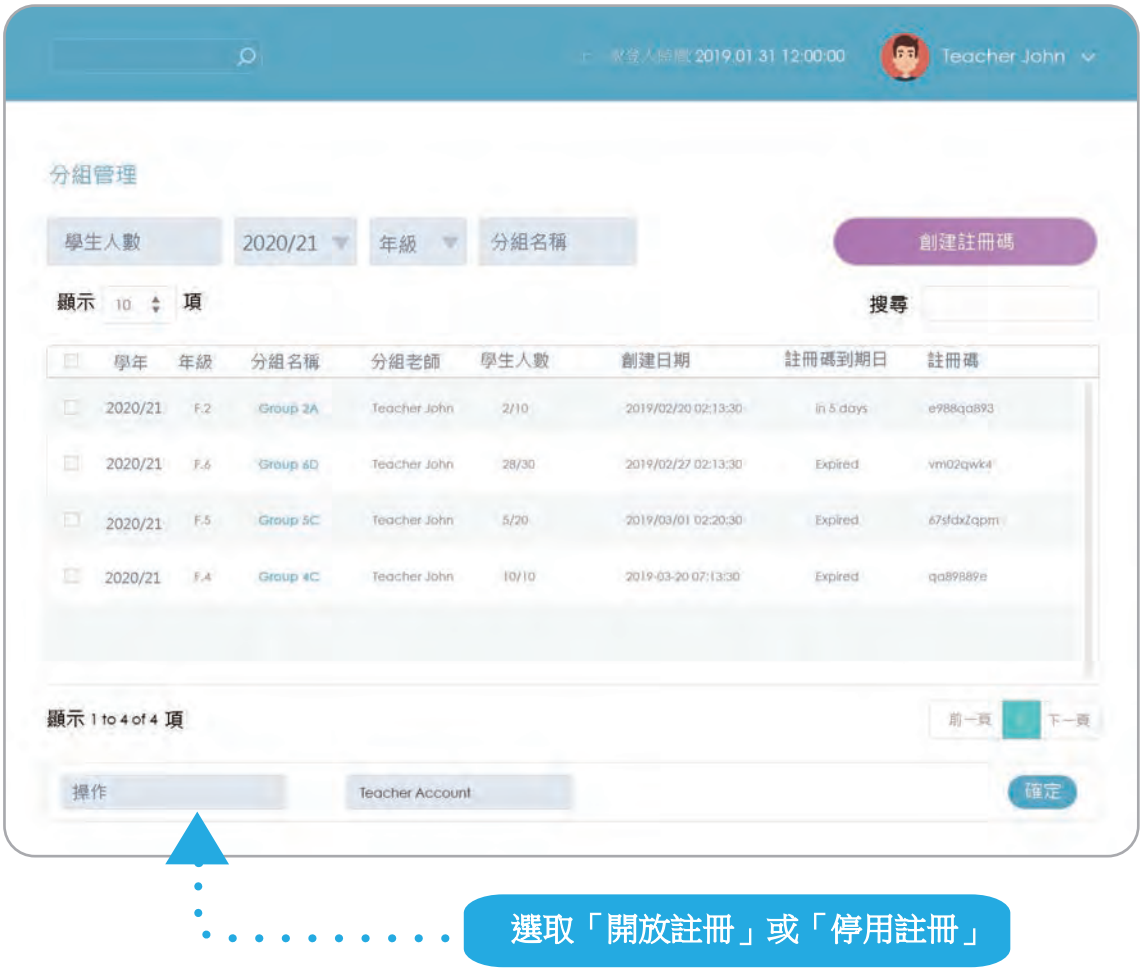
註 2：如果被刪除的分組內仍有學生，則該等學生將會被移至「(no group)」分組。教師可將學生移至校內其他分組。詳情請參閱第57至第58頁。



# 開放 / 停用註冊碼

## 步驟　開放 / 停用註冊碼

1. 移至 https://portfolio.lifeplanning.edb.gov.hk ，按一下登入。
2. 在左側邊欄功能表，選取「學校分組管理」。
3. 點選你想要開放或停用的分組旁邊的「選框」。
4. 在底部按一下「操作」，在行動欄的下拉式方格選取「開放註冊」或「停用註冊」。
5. 按一下「確定」按鈕。

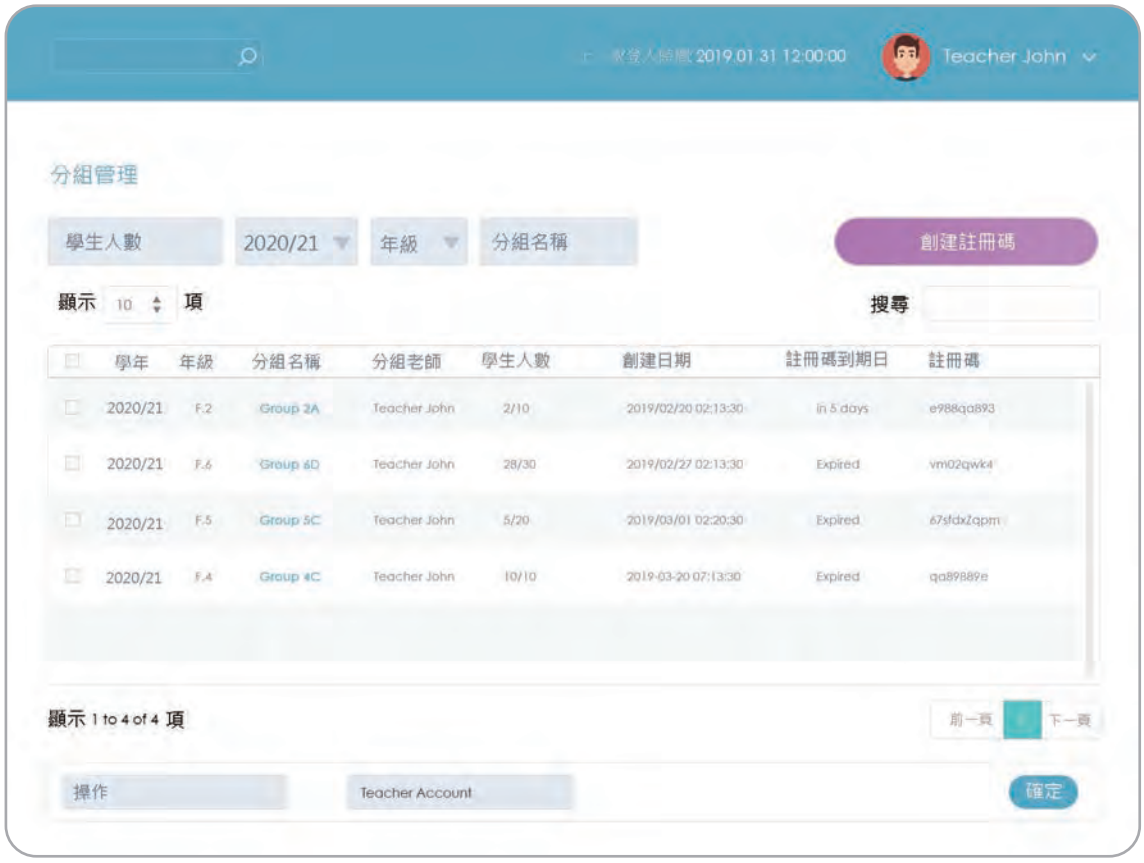



選取「開放註冊」或「停用註冊」

# 將用戶移至不同分組

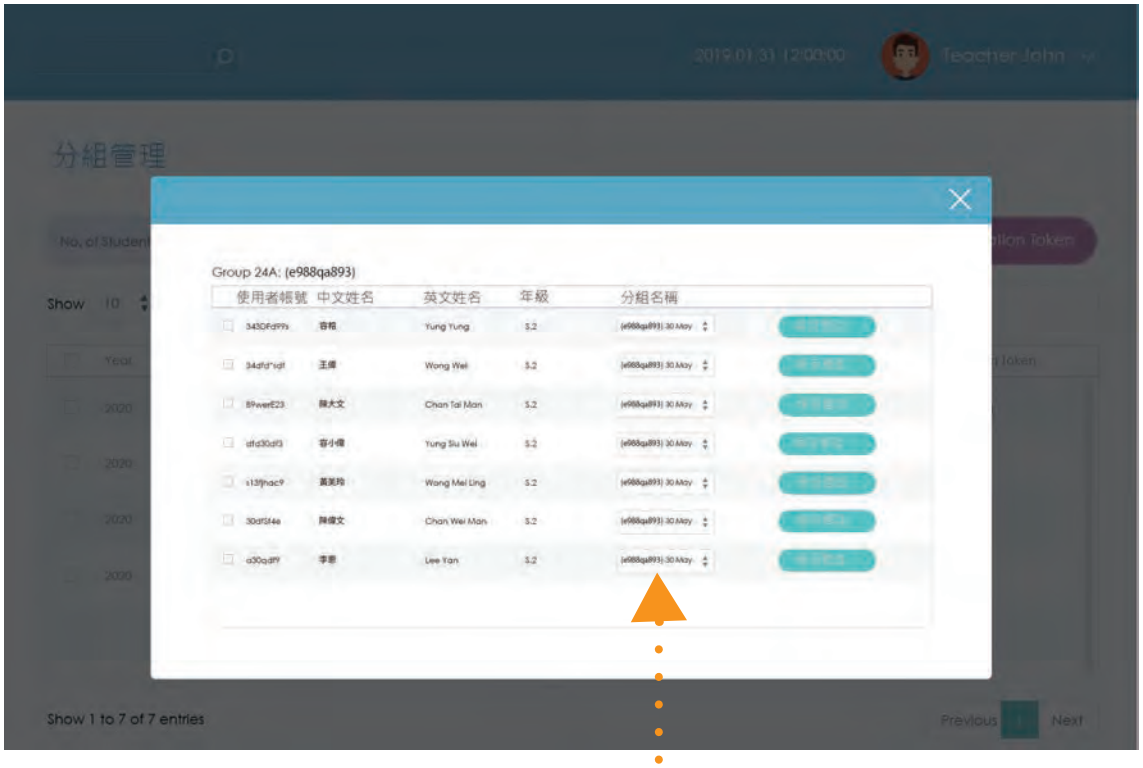
## 第1步　登入教師帳戶

1. 登入教師帳戶。
2. 在左側邊欄功能表，選取「學校分組管理」。



## 步驟　將用戶移至不同分組

1. 按一下「分組名稱」。
2. 一個視窗會彈出，顯示用戶詳情。
3. 選擇你想移至新分組的用戶。
4. 選擇你想將學生移至的「分組」。
5. 按一下「保存更改」按鈕。



# 同校升班示例

2021年9月，教師 / 歷程檔案管理員為5B班全班創建新學生註冊碼並建立新分組（5B分組）。以下是學生（用戶1）由4B班升讀5B班的程序。

A校（教師 / 歷程檔案管理員）創建新學生註冊碼並建立新分組（5B分組）。請參閱第51至第52頁了解創建學生註冊碼的內容。

↓

學生（用戶1）登入我的生涯規劃歷程。

↓

學生（用戶1）移至「我的帳戶」輸入註冊碼（5B分組）。

↓

學生（用戶1）登出帳戶再重新登入。

↓

學生（用戶1）即從4B分組移至5B分組。

# 同一學年學生轉班示例

學生（用戶1）在9月的時候加入5B班。12月，該生轉到5A班。以下是學生（用戶1）由5B班轉到5A班的程序。

A校（教師／歷程檔案管理員）開放註冊碼（5A分組）。請參閱第56頁了解開放註冊碼的內容。

學生（用戶1）登入我的生涯規劃歷程。

學生（用戶1）移至「我的帳戶」輸入註冊碼（5A分組）。

學生（用戶1）登出帳戶再重新登入。

學生（用戶1）即從5B分組移至5A分組。

# A校至B校學生轉校示例

學生（用戶1）已在A校建立帳戶，而該生轉到B校。以下是學生（用戶1）從A校轉到B校6C班的程序。

B校（教師／歷程檔案管理員）創建新學生註冊碼並建立新分組（6C分組）。請參閱第51至第52頁了解創建學生註冊碼的內容。

學生（用戶1）登入我的生涯規劃歷程。

學生（用戶1）移至「我的帳戶」輸入註冊碼（6C分組）。

學生（用戶1）登出帳戶再重新登入。

學生（用戶1）即從A校移至B校。

# 報告類型

教師可下載及審閱生涯發展及探索平台報告［教師版本（完整報告的摘要）及學生版本（生涯發展及探索平台的完整報告）］。報告以中英文提供：BIM、CII、CAAS、CDDQ及Footprints報告。

請注意：

(a) 每項評估每次需要約15至30分鐘完成。

(b) 教師可查閱評估結果以便在校內指導和協助學生進行生涯規劃。學生可請教師更深入地審視他們的評估結果。

(c) 請提醒學生在回答背景調查第1部份第(6)及第(7)題前，必須諮詢及取得第三方（在此情況下即他們的家長）同意。

(d) 建議學生在中學階段無需進行每項評估多於1次。

## 個人報告

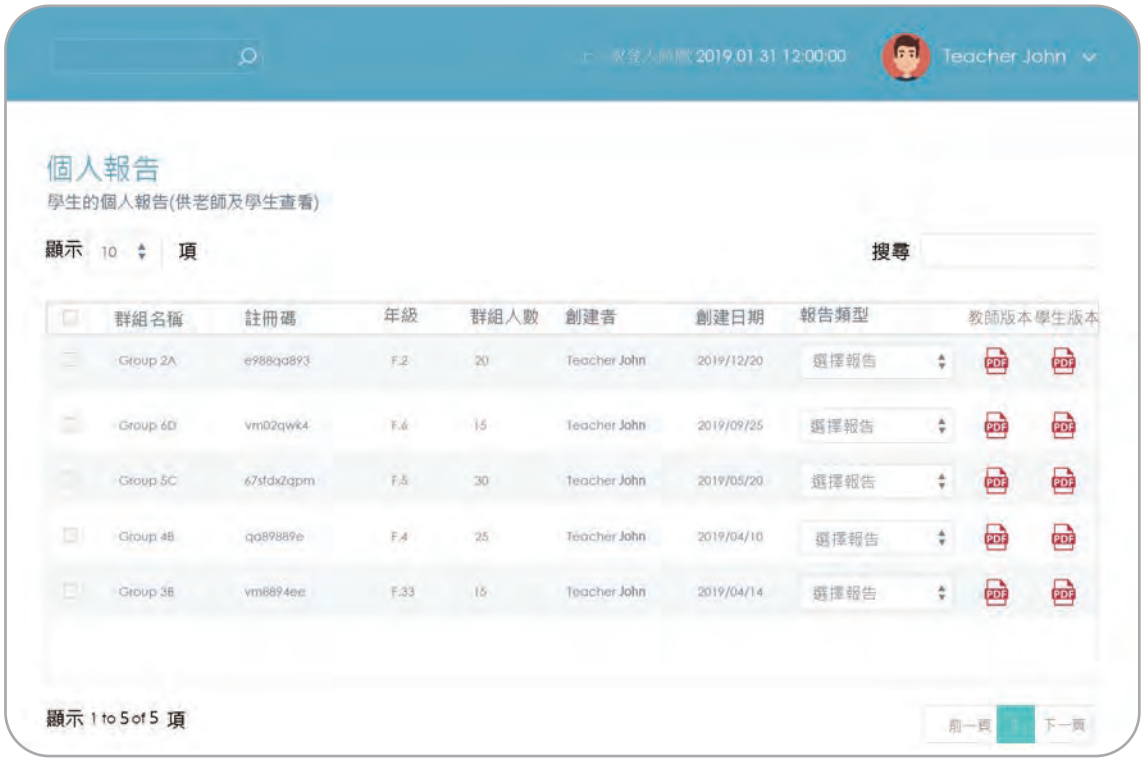
### 第1步　登入教師帳戶

1. 登入教師帳戶。
2. 在左側邊欄功能表，選取「個人報告」。



## 第2步　選取需要下載的報告

1. 在「選擇報告」中，選取報告類型。
2. 按一下「 PDF」圖示下載報告。



# 分組報告

## 第1步　登入教師帳戶

1. 登入教師帳戶。
2. 在左側邊欄功能表，選取「分組報告」。



## 第2步　選取需要下載的報告

1. 選擇分組名稱，點選「選框」。
2. 在「選擇報告」中，選取報告類型。
3. 按一下「下載」按鈕下載報告。



# 生涯歷程報告

教師可以查看學生提交生涯歷程報告的次數。教師亦可就生涯歷程報告給予學生個人化的反饋。

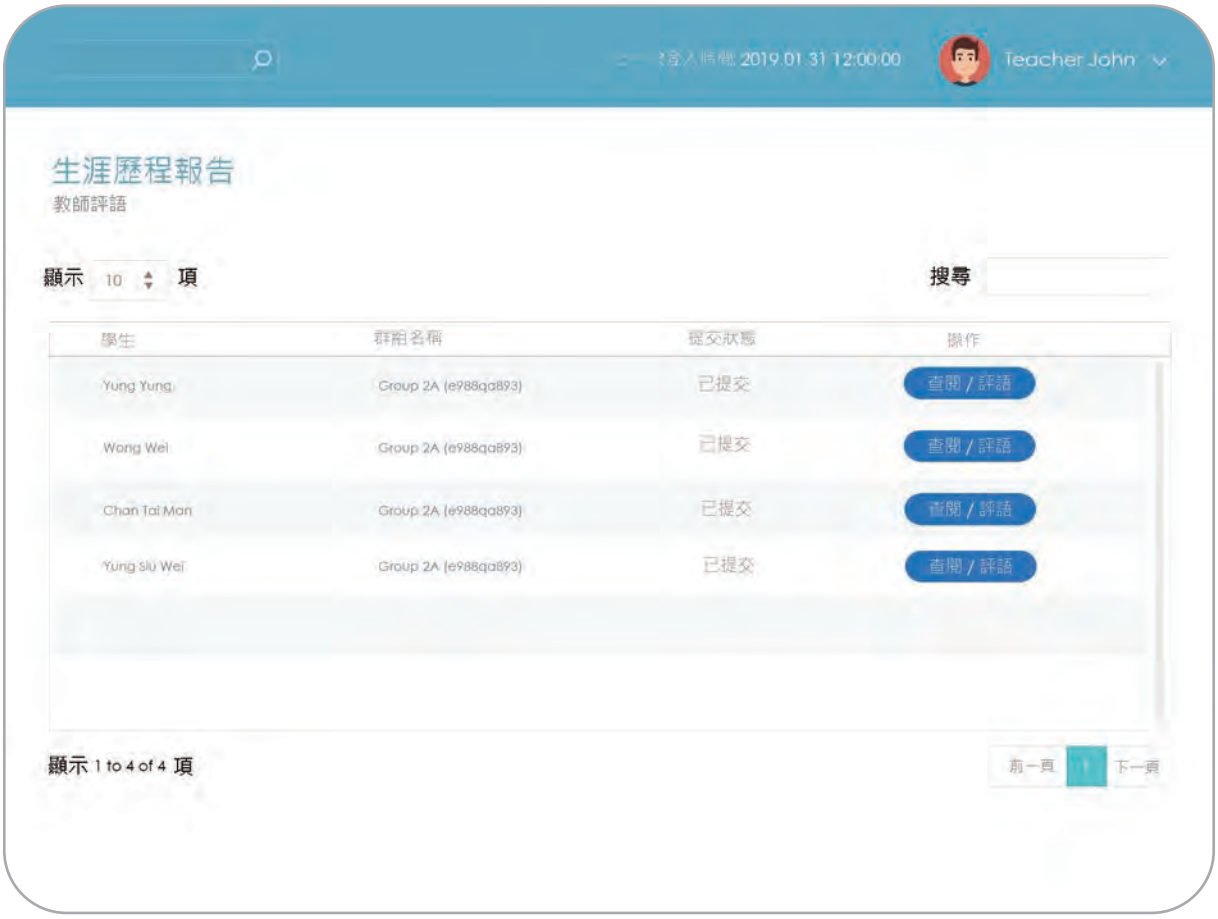
## 第1步　登入歷程檔案管理員帳戶

1. 登入教師帳戶。
2. 在側邊欄功能表，選取「生涯歷程報告」。



## 第2步　檢視學生的生涯歷程報告

1. 表格顯示所有學生的生涯歷程報告。
2. 選取學生姓名，按一下「查閱 / 評語」按鈕。
3. 學生的生涯歷程報告將在彈出方框中顯示。



## 第3步　新增教師評語

1. 選取學生姓名，按一下「查閱 / 評語」按鈕。
2. 選取上方日期最新及標有「星號」的項目。
3. 在底部輸入你的評語。
4. 按一下「儲存及複製至學生媒體庫」。

註：學生可在學生帳戶的檔案管理中查看新儲存的生涯歷程報告中的教師評語。



# 報告樣本

## 個人報告
## 生涯發展及探索平台報告樣本（教師版本）


CII Career Interest Inventory
Career Interest Inventory CII 中文版

對學科和職業的想法

曾考虑過的職業

Interest Test Results

Item type scores

| | R | I | A | S | E | C |
|---|---|---|---|---|---|---|
| Activities | 5 | 6 | 8 | 9 | 7 | 8 |
| Competence | 7 | 6 | 8 | 7 | 5 | 3 |
| Occupations | 8 | 7 | 7 | 5 | 6 | 6 |

Composite Scores

| Item | Score | Percentile (Note 1) |
|---|---|---|
| R | 20 | 89 |
| I | 19 | 77 |
| A | 23 | 75 |
| S | 21 | 50 |
| E | 18 | 63 |
| C | 15 | 51 |

Interest code

| | First | Second | Third |
|---|---|---|---|
| Interest code（依專業分數）: | A | S | R |
| 依照前述類別的百分等級（依專業分數）(Percentile Rank according to gender): | R | I | A |
| 分化評分百分等級（依專業分數）(Percentile Ranks for Differentiation Scores)(註2): | | 46 | |

註2：Differentiation score: raw score computed by highest interest score minus lowest interest score, and then converted to a percentile score with reference to a group of reference sample participants.

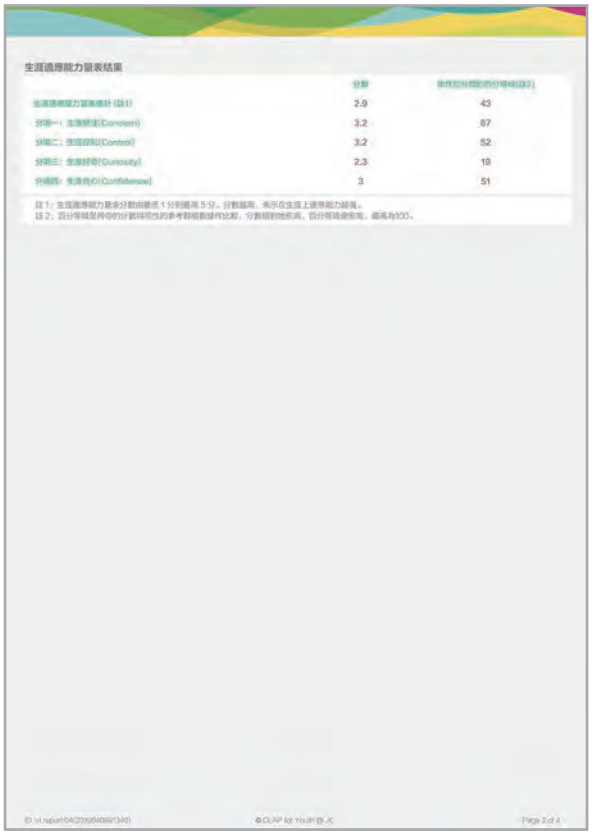
擇業困難評估(CDDQ)結果

| | 分數 | 依性別分類的百分等級(註2) |
|---|---|---|
| 擇業困難評估總計(註1): | 5.6 | 72 |
| 分項一：心智準備度 (Readiness) | 4.3 | 33 |
| 分項二：資訊缺乏(Lack of Information) | 6.3 | 75 |
| 分項三：認知衝突(Difficulties related to Inconsistent Information) | 5.9 | 82 |

註1：擇業困難評估分數由最低1分到最高5分，分數越高，表示在擇業過程中困擾越嚴重。
註2：百分等級之計算方法為將你的分數與相同性別的參考群組數據對比，分數相對地低高，百分等級便越高，最高為100。



香港事業興趣測驗個人報告樣本（教師版本）


生涯適應能力量表結果

| | 分數 | 依性別分類的百分等級(註2) |
|---|---|---|
| 生涯適應能力量表總計 (註1) | 2.9 | 43 |
| 分項一：生涯關注(Concern) | 3.2 | 67 |
| 分項二：生涯控制(Control) | 3.2 | 52 |
| 分項三：生涯好奇(Curiosity) | 2.3 | 19 |
| 分項四：生涯自信(Confidence) | 3 | 51 |

註1：生涯適應能力最低分數由最低1分到最高5分，分數越高，表示在生涯上適應能力越強。
註2：百分等級是將你的分數與同性的參考群組數據作比較，分數相對地低高，百分等級便越高，最高為100。

# 個人報告
## 生涯發展及探索平台報告樣本（學生版本）


Interest Test Results

Your Scores on Six Interest Types:

Item type scores

| | R | I | A | S | E | C |
|---|---|---|---|---|---|---|
| Activities | 3 | 4 | 5 | 9 | 7 | 1 |
| Competence | 3 | 4 | 8 | 7 | 5 | 3 |
| Occupations | 6 | 7 | 7 | 5 | 4 | 4 |

Composite Scores

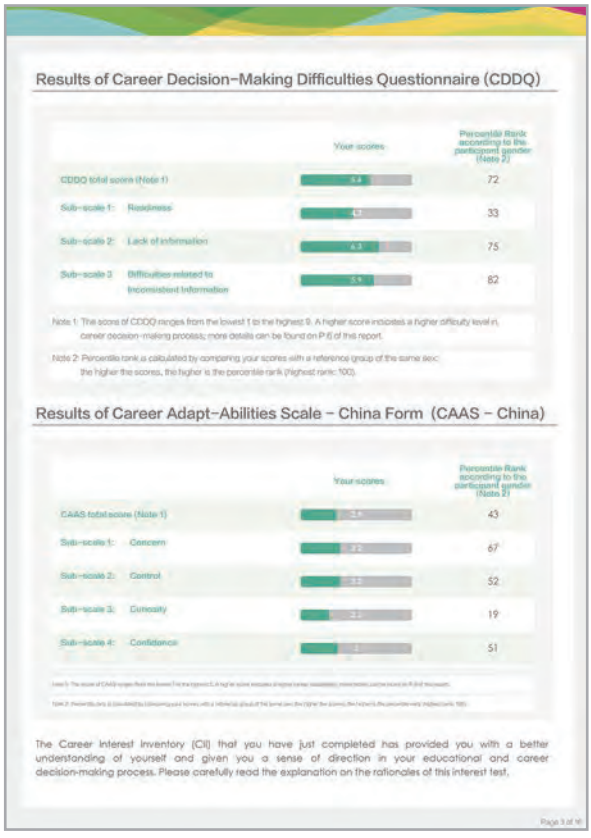
| Item | Score | Percentile (Note 1) |
|---|---|---|
| R | 20 | 89 |
| I | 18 | 77 |
| A | 23 | 75 |
| S | 21 | 50 |
| E | 16 | 63 |
| C | 11 | 51 |

Note 1: Percentile rank is calculated by comparing your scores with a reference group of the same sex; the higher the scores, the higher is the percentile rank (highest rank: 100).

Interest code

| | First | Second | Third |
|---|---|---|---|
| Raw score | A | S | R |
| Score based on same-sex standard score | R | I | A |

香港事業興趣測驗個人報告樣本（學生版本）


Results of Career Decision-Making Difficulties Questionnaire (CDDQ)

| | Your scores | Percentile Rank according to the participant gender (Note 2) |
|---|---|---|
| CDDQ total score (Note 1) | 5.4 | 72 |
| Sub-scale 1: Readiness | 4.3 | 33 |
| Sub-scale 2: Lack of information | 6.3 | 75 |
| Sub-scale 3: Difficulties related to inconsistent information | 5.9 | 82 |

Note 1: The score of CDDQ ranges from the lowest 1 to the highest 9. A higher score indicates a higher difficulty level in career decision-making process; more details can be found on P.6 of this report.

Note 2: Percentile rank is calculated by comparing your scores with a reference group of the same sex; the higher the scores, the higher is the percentile rank (highest rank: 100).

Results of Career Adapt-Abilities Scale - China Form (CAAS - China)

| | Your scores | Percentile Rank according to the participant gender (Note 2) |
|---|---|---|
| CAAS total score (Note 1) | 3.8 | 43 |
| Sub-scale 1: Concern | 4.2 | 67 |
| Sub-scale 2: Control | 3.5 | 52 |
| Sub-scale 3: Curiosity | 3.2 | 19 |
| Sub-scale 4: Confidence | 3 | 51 |

The Career Interest Inventory (CII) that you have just completed has provided you with a better understanding of yourself and given you a sense of direction in your educational and career decision-making process. Please carefully read the explanation on the rationales of this interest test.

## 個人報告
## Footprints 報告樣本（教師版本）



## 個人報告

### Footprints 報告樣本（學生版本）



## 分組報告樣本



生涯適應能力量表結果

參與測驗的學生/青少年人數：

| | 說明 | 平均分數 | 標準差 |
|---|---|---|---|
| 生涯適應能力量表總計 (註1) | | 4.71 | 0.5 |
| 分項一 | 生涯關注 | 4.84 | 0.7 |
| 分項二 | 生涯控制 | 4.69 | 0.7 |
| 分項三 | 生涯好奇 | 4.75 | 0.6 |
| 分項四 | 生涯信心 | 4.50 | 0.6 |

註1:生涯適應能力量表分數由最低1分到最高5分，分數越高，表示存生涯上適應能力越強。

Page 2 of 3



擇業困難評估結果

參與測驗的學生/青少年人數：

| | | 說明 | 平均分數 | 標準差 |
|---|---|---|---|---|
| 擇業困難評估總計 (註1) | | 「職業生涯決策困難」分數顯示學生可能會遇到的一些職業決策困難，分數較高的學生可能有以下的一些困難： | 5.20 | 0.2 |
| 分項一 | 知識準備不足<br>Awareness | 要作有關事業如學業的選擇，你要有足夠的心理準備，這包括個人的態度、決策能力、和對決策步驟的了解。這分項分數較高的同學，可能會碰見以下的困難：<br>- 缺乏對做作職業決策 (例如，不覺得幹作決策需要，隨遇不拾)<br>- 在決策過程中感到徬徨不定<br>- 不太明白作職業決策的過程和步驟 | 4.00 | 0.5 |
| 分項二 | 資訊缺乏<br>Lack of Information | 要作有關事業如學業的選擇，你要有足夠的資訊，這包括你對不同職業(或學科)的認識，特別是那些你有興趣的職業，此外，你也要了解自己的興趣、能力、價值觀和個性。同時，你也要知道如何找到或了解這些資訊。這分項分數較高的同學，可能會碰見以下的困難：<br>- 缺乏與生涯決策所涉及步驟的知識和認<br>- 認識自己不足夠 (例如，興趣、能力)<br>- 缺乏有關職業的信息<br>- 不清楚如何能獲得有關自己和/或職業的信息 | 5.10 | 0.8 |
| 分項三 | 訊息矛盾<br>Difficulties caused by inconsistent information | 有關事業如學業的資訊不一定是一致的。有些時候，我們發現個人有興趣的職業(或學科)卻不配合能力和個性，或是學生心儀的職業並不容易進入。這分項分數較高的同學，可能會碰見以下的困難：<br>- 面對不一致的事業和學業的資訊，例如，個人興趣與的學科是跟與感興趣的職業入職要求有落差。<br>- 內心有衝突 (例如，興趣和能力不一致)，難於作職業決策<br>- 有些對我重要的人(如，父母親)，與我的意見和觀向有衝突 | 5.20 | 0.7 |

註 1: 擇業困難評估分數由最低1分到最高5分，分數越高，表示在擇業過程感到越困難。

Page 2 of 3

## 生涯歷程報告樣本


分組名稱: Group 4A (a893ec988a)
學生姓名: Lee Lik Leung
2020-10-21 ★
2020-10-21 ★
2020-10-21
生涯任務
任務記錄
描述/反思
為了有一些新的體驗，我參與了1項由學校或校外機構舉辦的活動。
我曾參與生涯規劃的課堂／小組／講座。
我曾與校友或前輩交談，從過來人的經歷中學習和思考自己未來的可能性。
我有持續發展自己的興趣。
我有持續參與社區服務或有薪工作。
我完成了事業興趣測試，並理解測試結果。
我能說出最少兩個我有興趣或計劃升讀的課程或從事的職業。
我檢視自己的經歷，發現自己有4項讓我感到自豪的技能。
我能說出最少三項我期望在人生中取得的成就。(可與事業相關或不相關)
我曾思考與自己興趣及個人特質相配合的出路及達成的途徑。
我透過不同途徑，搜集過一些感興趣的課程或職業的資料，並思考這些課程或職業與自己的合適度。
我到訪過3間本地高等教育機構（如：大學、職訓局院校）。
我參觀了3間公司／企業。
我曾與1名正就讀我感興趣的課程的學生交談，以了解該課程資料及就業出路。
我曾與8名正從事我感興趣的行業的人士交談。
我參加了8次課程或工作體驗計劃。
我每年至少一次，與父母／監護人或學校老師談論我個人生涯規劃相關的話題，如：我的夢想、升學就業方向、興趣發展、抉擇困難等等。
我懂得建構個人履歷表以準備升學／就業。
我曾參與模擬面試，為升學或投身職場作準備。
我為過渡至我的下一站（升學或就業）作了足夠的準備。
我積極尋找別人／社區支持和各種機會，以實現個人事業和人生目標。
我能有效平衡我的學習／工作與生活。
我的下一步
教師評語
學生尚未提交

# 專業發展課程

## 第1步　登入教師帳戶

1. 登入教師帳戶。
2. 在我的『生涯規劃歷程』總覽中，選取「專業發展課程」。




In this program, practitioners will learn basic concepts and theories of the following area/dimensions:

- Dimension A: conceptual foundation of career and life planning
- Dimension B: career and life planning curriculum and experiential learning
- Dimension C: Career Counselling, Individual Planning and Coaching
- Dimension D: Workplace Learning, Community Capacity Building, and Life-long Career Development

Each dimension is made of four to five objectives with videos for the presentation of key concepts.

Course participants will need to finish five multiple choice questions (MCQs) as assessment for each objective. An extended learning component is followed after the completion of all objectives and their relevant assessments.

There will be at least one video of good practice sharing for each dimension. Practitioners are encouraged to put theories to practice in their working context.



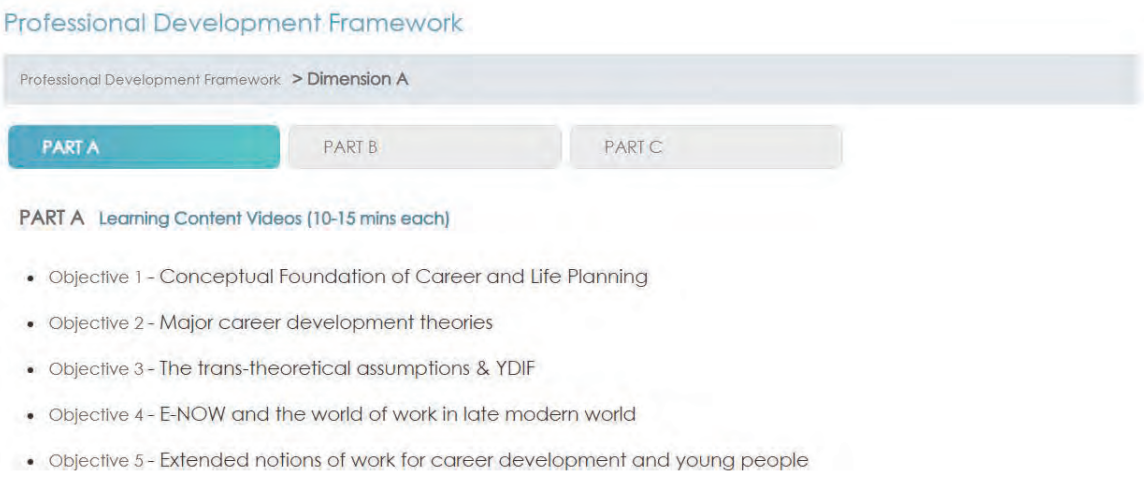
## 第2步　檢視課程教材

1. 選取特定的「Dimension」。
2. 選取特定的「Part」。

   「Part A」**講解主要概念。**

   「Part B」**是學校分享。**

   「Part C」**是資源。**




3. 播放「Part A或B」的影片。你可在「Part A」按一下「Go to assessment」進行評估。



# 評估樣本

Professional Development Program

Professional Development Framework > Dimension A > Objective 1 > **Part A - Objective One**

**Part A - Objective One**

1. Which of the following statement is not true?

- A. A calling is the thing you should "listen for" that constructs the meanings for individuals in their life work and create differences to other people.
- B. Vocation means calling.
- C. Career has a metaphorical meaning which means "road for means of transportation".
- D. Occupation refers to any full-time and part-time employment.

2. The term _____ refers to a journey that lasts your whole life. As you work, you build attitudes, values, skills, knowledge, and experiences.

- A. job
- B. occupation
- C. career
- D. work

3. The word _____ is oriented from Latin which has the meaning of "calling"

- A. Career
- B. Job
- C. Occupation
- D. vocation

4. Which of the following statement about work fulfillment is not true?

- A. Work as an individual's public and personal identity.
- B. Work as occupying time
- C. Work as social contribution
- D. Work as an aid to mental health

5. Which of the following question belongs to level 2(self-actualization) of Maslow's hierarchy of needs?

- A. What is the meaning of my work?
- B. Does my work match with my interest?
- C. How can I earn my living?
- D. None of the above.

Submit Export

# 安全和密碼

你可為安全原因更改密碼。




## 更改密碼

1. 打開你的我的生涯規劃歷程帳戶。你可能需要登入。
2. 在「安全和密碼」下。
3. 輸入你的現用密碼。
4. 輸入你的新密碼，然後按一下「保存」。

備註　1: 不能重用最近3個密碼。

2: 每365天，你將被要求更改密碼一次。我們建議你在每個學年開始時更改密碼。

3: 密碼不能含有用戶名稱及電郵代號。

# 學生帳戶簡介

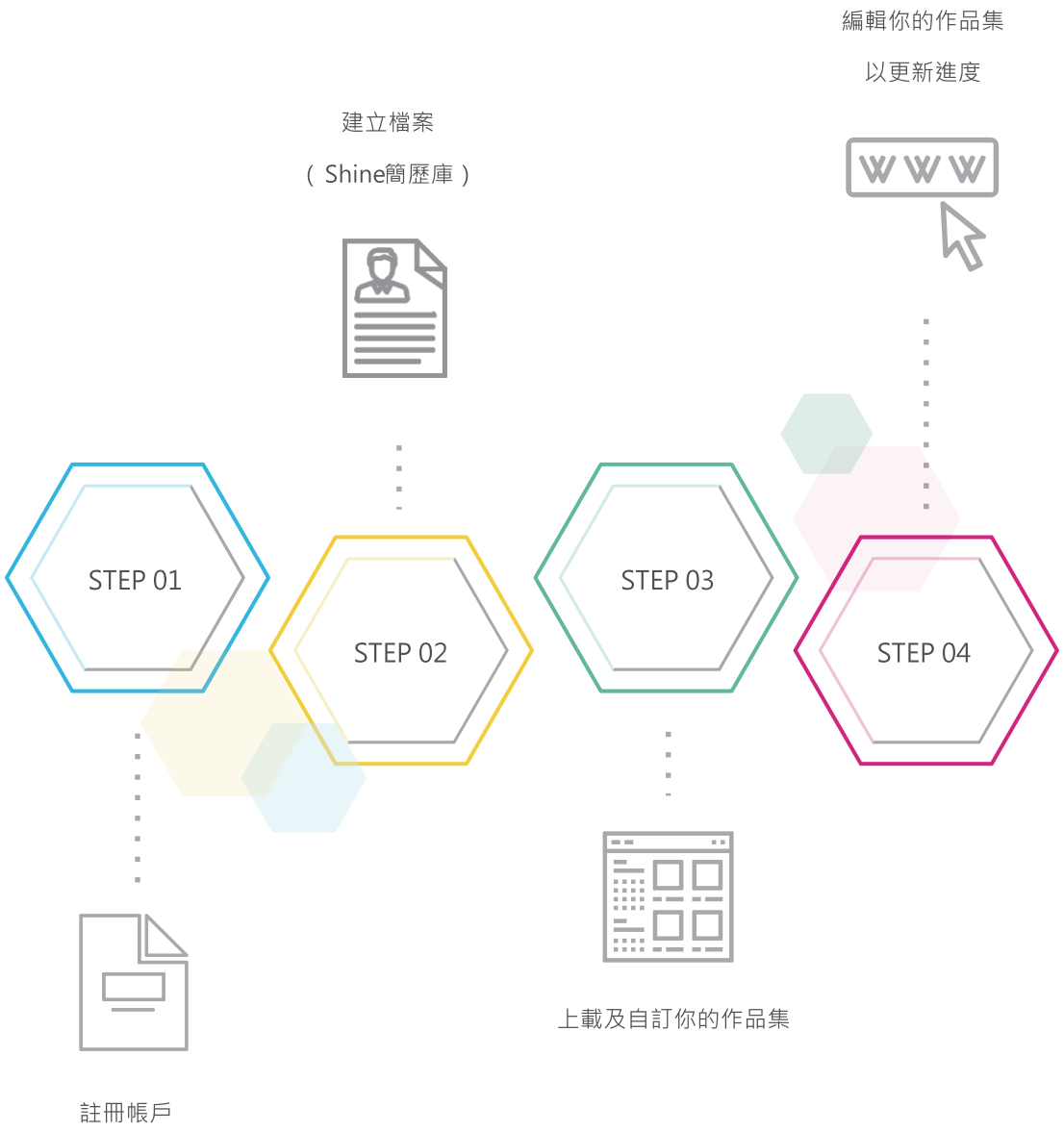
# 學生帳戶身分

學生可使用註冊碼建立自己的學生帳戶。建立帳戶後，學生將收到驗證電郵。學生帳戶的功能包括：Passion（啟發參與）、Voices（自我認識）、World（探索多元出路）及Empowered（計劃和生涯管理）。學生可移至我的『生涯規劃歷程』探索各項功能。



# 創建我的生涯規劃歷程的4個步驟

簡單快捷地在我的生涯規劃歷程中建立個人化的檔案和歷程。



# 建立學生帳戶的步驟

## 第1步　建立學生帳戶

1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 在螢幕右上角，輕觸註冊圖示，然後選取「學校用戶」。
3. 你需要閱讀使用條款全文。
4. 請點選同意方格以同意使用條款。
5. 按一下「下一步」按鈕。
6. 填妥註冊表格（學校用戶類型請選「學生」）。
7. 輸入學校教師提供的註冊碼。
8. 填妥表格，然後按一下「註冊」按鈕。
9. 確認電郵將發送至你的電子郵箱。
10. 檢查確認電郵，並按步驟操作。






## 第2步　登入學生帳戶

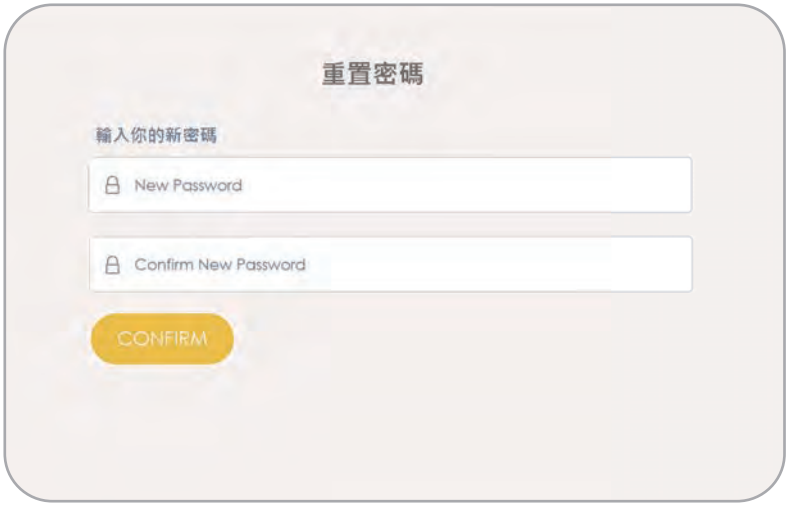
1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 學生以「電子郵件」及「密碼」登入我的生涯規劃歷程。
3. 你可開始建立你的簡歷以及在你的歷程中添加內容，將你的歷程建立起來。



# 忘記密碼

如果你不能登入你的「我的生涯規劃歷程」帳戶，你可輸入註冊時使用的電郵地址重設密碼。系統會以電郵發送一個連結給你，讓你重設密碼。



# 更新註冊碼（如轉班或轉校）

如學生轉班或轉校，他們需要輸入新的註冊碼。

## 步驟　更新註冊碼

1. 移至 https://portfolio.lifeplanning.edb.gov.hk。
2. 移至「我的帳戶」，然後選取「基本資料」。
3. 輸入新班級 / 學校教師提供的註冊碼。
4. 按一下「保存」。



# 導覽功能表

請使用我的生涯規劃歷程平台左手邊的導覽功能表切換不同頁面。被選取的導覽索引標籤會反白顯示。

## 左側邊欄功能表

- 我的『生涯規劃歷程』
- Shine簡歷庫
- 我的作品集
- 我的書籤
- 檔案管理
- 退出



# 帳戶功能表

1. 帳戶功能表位於螢幕右上角。
2. 按一下「我的帳戶」。
3. 你可以在此更新帳戶資料、更改密碼及設定喜好。
4. 按一下「保存」設定。




# 語言功能表

你可以隨時更改我的生涯規劃歷程的介面語言。

1. 按一下上方的「語言圖示」選擇語言。
2. 從下拉式功能表中選擇語言。



# 我的『生涯規劃歷程』


早晨，Lik Leung Lee!
歡迎來到你的生涯歷程集！隨意創建你的生涯歷程集。享受你的生涯探索歷程！
星期四 27°C 21°C
星期五 25°C 21°C
星期六 24°C 21°C
星期日 25°C 23°C
星期一 27°C 22°C
星期二 27°C 23°C
星期三 28°C 23°C
QUARTZ
生涯發展及探索平台
職業資料庫和職業短片
我的E-課堂
工作價值
生涯歷程報告
CII 事業興趣代碼
CDDQ 測驗整體結果
CAAS 測驗整體結果
你最喜歡那些學科?
1.
2.
3.
你最想從事那些職業?
1.
2.
3.
日曆
12月 2020
Su Mo Tu We Th Fr Sa
我的夢想 (生涯任務清單)
參觀本地高等教育機構 （例如：大學、職業專才教育機構／院校）
了解如何建構個人履歷或生涯發展簡歷
辨識／決定一些你有興趣修讀的課程
我的報告
基本職業興趣測驗 (BIM)
香港事業興趣測驗 (CII)
生涯適應能力量表 (CAAS)
職業生涯決策困難 (CDDQ)
活動
創你程
Unleash you Future

我的生涯規劃歷程是一個資訊豐富的網絡平台，顯示每個學生在課內和課外活動的發展狀況。學生可登入「歷程」管理資料以及查閱相關報告及資訊。

## 生涯發展及探索平台

此部分包含多個增進自我認識的測試，並且會基於學生個人的職業興趣，顯示個人化的建議路徑圖。如果你已經完成了評估調查，可在此查看你的評估結果。

## 職業資料庫和職業短片

有關不同升學就業路徑的資料。

## 我的E-課堂

教師可分派課後練習給學生，確保他們能夠消化在課堂之中所學到的知識。完成作業的過程，學生亦可快速地回顧他們已經得到的資訊，進一步鞏固他們的職業學習。

## 工作價值

這個工作價值遊戲旨在幫助年輕人在擇業及人生路途的選擇上，辨認出對他們最重要的價值及信念。

## 生涯歷程報告

生涯歷程報告是一個自我反省工具，幫助你檢視完成升學就業發展任務的進度。

## 創你程

你可採取來開始計劃未來的步驟。

- Passion (啟發參與)
- Voices (自我認識)
- World (探索多元出路)
- Empowered (計劃和生涯管理)

## 日歷

設有日曆，以便用戶增刪與職業和生涯規劃相關的事件。你可以安排時間參加即將舉行的活動，好讓你時刻知道你的下一步。

## 我的夢想（生涯任務清單）

生涯任務清單是關於職業及生涯規劃的一系列任務。用戶可加入自己的任務來將清單個人化。

## 我的報告

學生需要時可以下載生涯發展及探索平台報告以作參閱。你可隨時下載該報告。

# 創你程

為規劃你的生涯，你可以採用以下的步驟：



# Voices(自我認識):

## 生涯發展及探索平台

每個人都是獨一無二的，有各自的特質、需要和人生目標（你的「Voices」）。了解你的「Voices」，諸如你有興趣做什麼、你享受運用哪些技巧，以及啟發你的動力的價值觀是什麼等等，對你的未來規劃十分重要。你可以做一些職業發展調查來推進自我了解的旅程。「歷程」可創建簡報給你參閱。

請注意：

(a) 每項評估每次需要約15至30分鐘完成。

(b) 教師可查閱評估結果以便在校內指導和協助學生進行生涯規劃。學生可請教師更深入地審視他們的評估結果。

(c) 請提醒學生在回答背景調查第1部份第(6)及第(7)題前，必須諮詢及取得第三方（在此情況下即他們的家長）同意。

(d) 建議學生在中學階段無需進行每項評估多於1次。




報告樣本




- 基本職業興趣測驗 (BIM)
- 香港事業興趣測驗 (CII)
- 生涯適應能力量表 (CAAS)
- 擇業困難評估（CDDQ）



# Voices(自我認識):

## 工作價值

工作價值遊戲是由「賽馬會鼓掌 • 創你程計劃」設計的教育應用程式。這遊戲包含了二十個常用的工作價值觀，使用者可以透過遊戲了解這些價值觀，並按重要性進行優次排列。這遊戲的設計是要有效融合遊戲、學習及探索。



工作價值遊戲在「歷程」中有一個網絡介面，用戶可以使用電腦登入遊戲。



# 工作價值遊戲報告樣本



你的工作價值觀
個人紀錄

甚麼是「工作價值觀」？

Lee Lik Leung F.5A 2019-04-10

*My Work Values* 遊戲透過遊戲方式，讓你探索在生涯和工作中你較重視的原則。價值觀是每個人最重視或渴望能夠實踐的原則。「價值觀」一詞在《牛津字典》被定義為「行為的原則或標準，以及個人對人生中甚麼是最重要的判斷」。

每個人重視的工作價值觀會有差異，而你的任務是去尋找哪些價值和原則對你最重要。你要努力透過生涯和工作任務，實踐你重視的價值觀。

例如，有人會把服務及幫助別人選為最重要的價值觀。但如果他/她沒有機會在工作中接觸別人，或是幫助別人，他會感到失落和缺乏成功感。又例如，有人會重視在工作中運用能力和發揮天分，但若日常工作沒有機會讓他/她發揮個人能力和長處，他/她是不會感到滿足的。

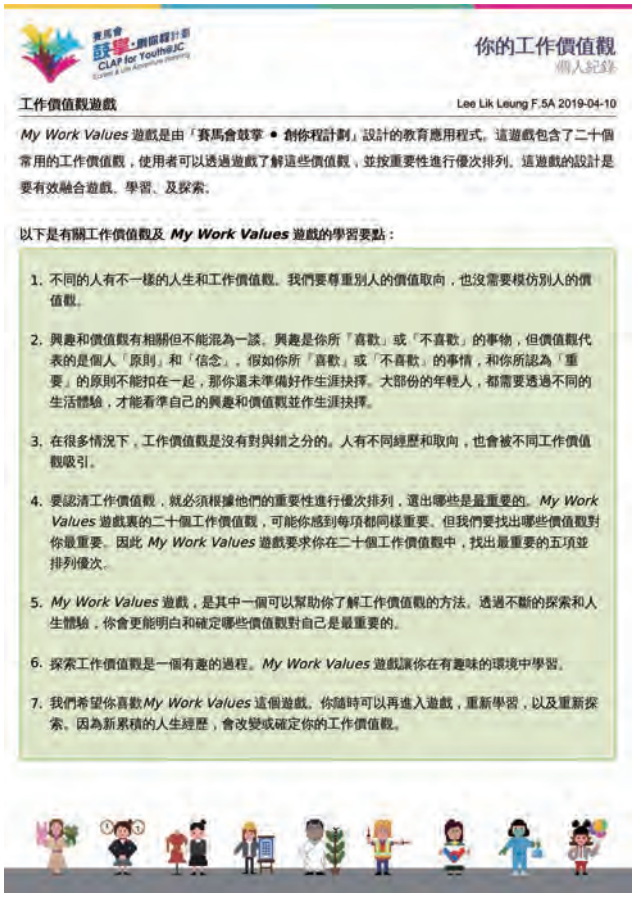


如果你能夠在工作和生活中實現這五項工作價值觀，你會：

- 感到開心及滿足
- 在工作中找到成就感
- 感到工作和生活是豐富和有意義的
- 在工作中有好的表現和發展



工作價值遊戲網上報告



你的工作價值觀
個人紀錄

工作價值觀遊戲

Lee Lik Leung F.5A 2019-04-10

*My Work Values* 遊戲是由「賽馬會鼓掌 • 創你程計劃」設計的教育應用程式。這遊戲包含了二十個常用的工作價值觀，使用者可以透過遊戲了解這些價值觀，並按重要性進行優次排列。這遊戲的設計是要有效融合遊戲、學習、及探索。

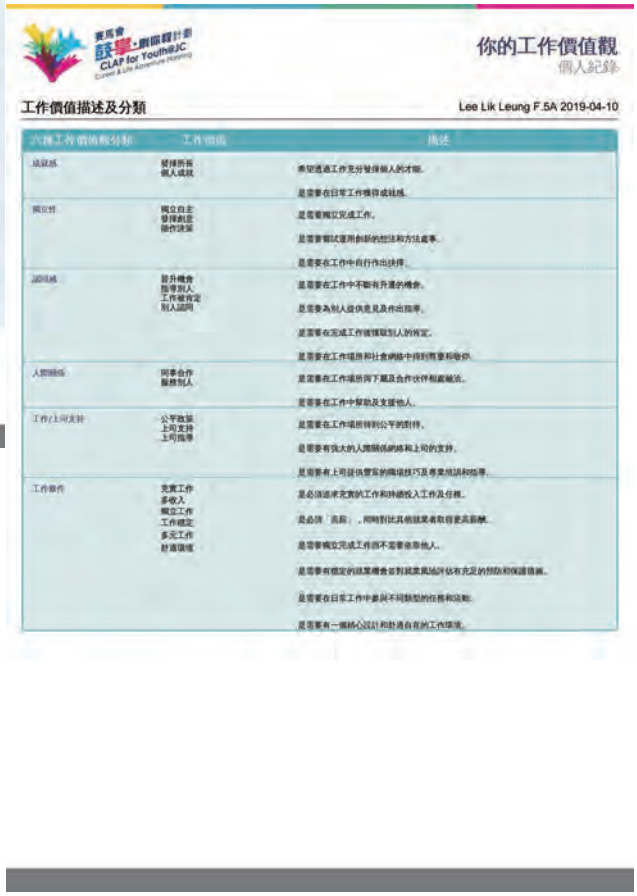
以下是有關工作價值觀及 ***My Work Values*** 遊戲的學習要點：

1. 不同的人有不一樣的人生和工作價值觀。我們要尊重別人的價值取向，也沒需要模仿別人的價值觀。
2. 興趣和價值觀有相關但不能混為一談。興趣是你所「喜歡」或「不喜歡」的事物，但價值觀代表的是個人「原則」和「信念」。假如你所「喜歡」或「不喜歡」的事情，和你所認為「重要」的原則不能扣在一起，那你還未準備好作生涯抉擇。大部份的年輕人，都需要透過不同的生活體驗，才能看準自己的興趣和價值觀並作生涯抉擇。
3. 在很多情況下，工作價值觀是沒有對與錯之分的。人有不同經歷和取向，也會被不同工作價值觀吸引。
4. 要認清工作價值觀，就必須根據他們的重要性進行優次排列，選出哪些是最重要的。*My Work Values* 遊戲裏的二十個工作價值觀，可能你感到每項都同樣重要。但我們要找出哪些價值觀對你最重要。因此 *My Work Values* 遊戲要求你在二十個工作價值觀中，找出最重要的五項並排列優次。
5. *My Work Values* 遊戲，是其中一個可以幫助你了解工作價值觀的方法。透過不斷的探索和人生體驗，你會更能明白和確定哪些價值觀對自己是最重要的。
6. 探索工作價值觀是一個有趣的過程。*My Work Values* 遊戲讓你在有趣味的環境中學習。
7. 我們希望你喜歡*My Work Values* 這個遊戲。你隨時可以再進入遊戲，重新學習，以及重新探索。因為新累積的人生經歷，會改變或確定你的工作價值觀。

# 工作價值遊戲報告樣本




工作價值遊戲網上報告

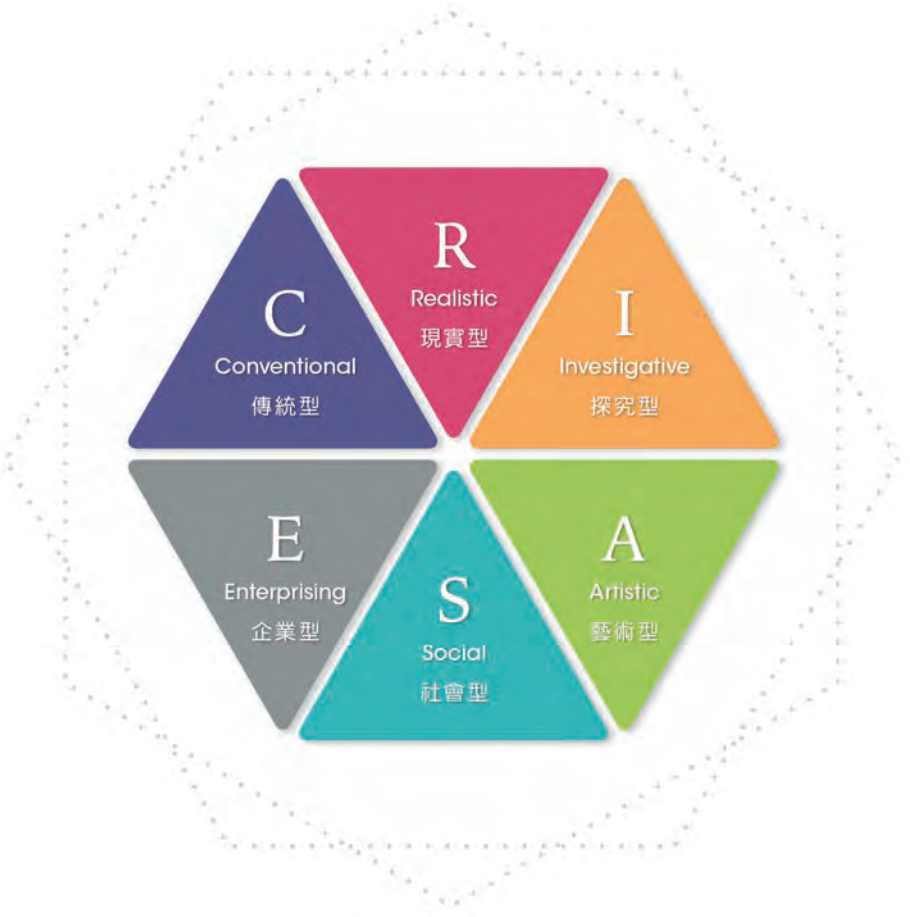


# World(探索多元出路):

## 職業資料庫和職業短片

職業及生涯規劃涉及找到路徑和機會，讓個人充分發揮自己的特質和行出自己的方向。在二十一世紀，交通便利，人可以隨時到達不同地方，年輕人需要放眼「全球」，勇於探索鄰近地區乃至全世界的生涯及職業機遇。

「歷程」中的職業資料庫和職業短片根據荷倫職業興趣模型組織，將職業興趣和工作世界分成6個不同主題：現實型、探究型、藝術型、社會型、企業型、傳統型。如果你在早前已經完成了職業發展調查，你應該已經有一些關於你的興趣的資料，而你的興趣簡歷亦可指引你探索職業路向。你亦可以觀看你感興趣的職業簡介和短片。



# Empowered(計劃和生涯管理):

## 我的E-課堂

我的E-課堂旨在裝備學生，讓他們擁有必要的職業發展能力去規劃他們將來的升學和就業路徑。學生可以輕鬆地使用我的生涯規劃歷程完成家課，然後系統會以他們的答案創建出「我的生涯之旅」報告，讓學生縱覽他們的思考過程，幫助他們規劃事業以及作出人生抉擇。

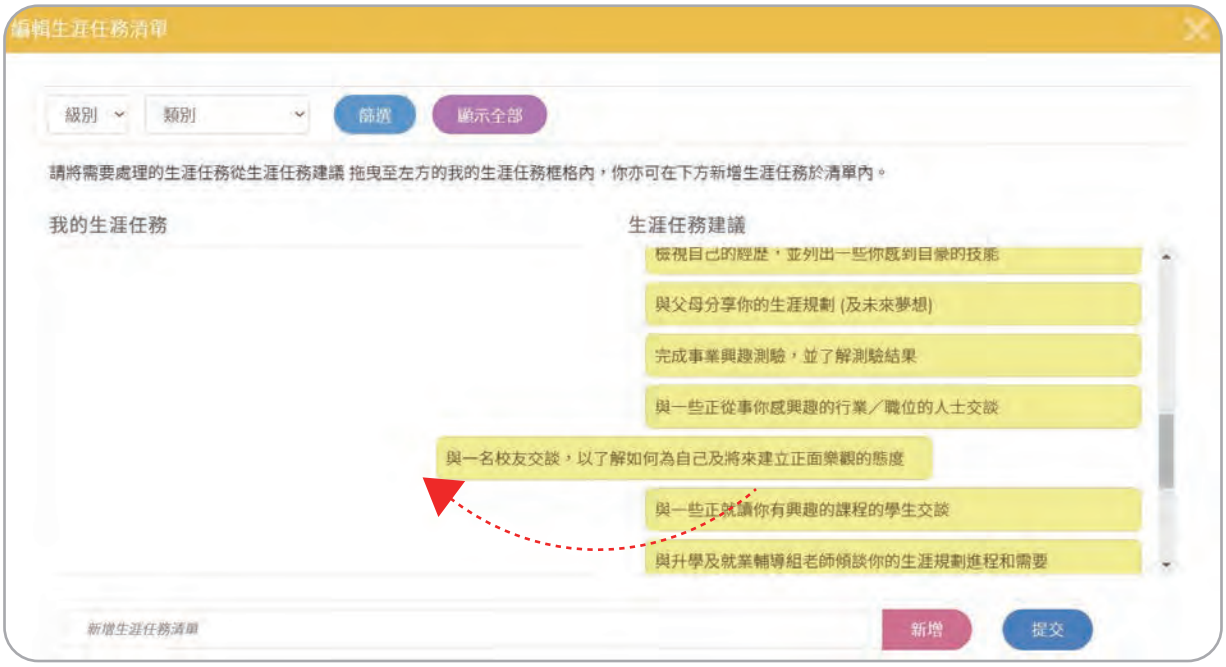
我的E-課堂提供一個資源豐富的網上學習環境給學生，讓他們利用平台上的各種其他功能（例如我的作品集）來充實他們的電子學習體驗。



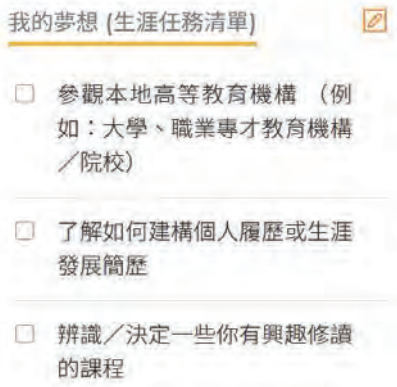
# Passion to action(啟發參與):

## 我的夢想（生涯任務清單）

每個人都不一樣，如果我們張開雙眼去發現各種機會，每個人都有許多可以考慮的生涯及職業路徑。如果我們願意大膽踏出一步，我們可以將職業及生涯規劃從一項責任變成一次刺激的「夢想」之旅。我們在這裡列出了一些可以讓中學生踏上「夢想」之旅的各種行動。你亦可以找出你有興趣嘗試的行動，享受更深入地傾聽你的「Voices」和了解「World」的過程，找到你認為有意義，能讓你有滿足感和成功的事物。




## 生涯任務清單




1. 在右上角按一下「 」圖標。
2. 輸入一個任務，然後按一下「新增」。
3. 完成編輯，按一下「提交資料」。

# 生涯任務清單

## 啟發參與

- ☑ 參加與你職業及生涯興趣相關的活動或事件（校內或校外）
- ☑ 與校友交談，了解如何培養對自己和未來抱有積極樂觀的態度
- ☑ 參加職業及生涯規劃課堂 / 課程

## 自我認識

- ☑ 參加職業興趣測試，分析測試結果
- ☑ 參觀一些與你職業興趣相關的工作場所
- ☑ 確定一些你感興趣的職業選擇
- ☑ 確定一些你感興趣的進修選擇
- ☑ 回顧你的經歷，找出一些你引以為傲的技能

## 探索事業多元出路

- ☑ 與一些從事你感興趣的領域的人交談
- ☑ 學習如何作出職業及生涯決策（如透過閱讀或與你信任的人交談、參加職業及生涯規劃課程等）
- ☑ 參觀本地高等教育機構（如大學、職業教育學院）
- ☑ 搜尋與你感興趣的職業選擇相關的資訊（如勞動市場資訊、工作要求、職業前景等）
- ☑ 參加工作實習計劃
- ☑ 記下你想在人生中完成的主要事項（如長短期目標）
- ☑ 與正在參加你感興趣的課程或計劃的學生（如校友）交談
- ☑ 搜尋與你感興趣的進修選擇相關的資訊（如課程內容、入學條件、技能發展、職業選擇等）
- ☑ 記下你想在工作中完成的事項（長短期目標）

## 生涯規劃與事業管理

- ☑ 與你的升學及就業輔導老師談談你在職業及生涯規劃方面的進度及需求
- ☑ 參加模擬面試培訓（進修或就業）
- ☑ 了解你感興趣的職業的典型職業路徑
- ☑ 與你的父母 / 監護人分享你的職業及生涯計劃（以及你未來的夢想）
- ☑ 確定你感興趣的工作場所需要具備的一些價值觀、態度、技能和知識
- ☑ 學習如何製作個人履歷表或職業發展簡歷

# Passion to action(啟發參與):

## 生涯歷程報告

生涯歷程報告是自我反思工具，能夠幫助你回顧典型高中生職業發展任務的完成進度。透過「跟蹤」這些任務的完成進度，你可以了解自己是否已準備好面對未來不同的職業及生涯規劃挑戰。生涯歷程報告中的任務分為四類職業及生涯規劃活動和技能：

### 1. 鼓動 Passion（啟發參與）

- 投身於新的體驗
- 擴展與他人和社區的聯繫
- 積極參加與職業及生涯規劃相關的活動

### 2. 聆聽 Voices（自我認識）

- 認識自己，了解自己對工作和生活的希冀與夢想
- 參與自我反思和自我提升活動
- 連結自我認知與出路選項

### 3. 了解World（探索多元出路）

- 了解如何探索工作和職業的多元出路及形式
- 了解如何比較和優先選擇出路選項
- 了解如何設定職業及生涯目標

### 4. 保持Empowered（計劃和生涯管理）

- 獲得支持和機會，克服障礙，實現職業及生涯目標
- 管理職業轉型和發展
- 為個人化工作與生活平衡設置優先次序

生涯歷程報告中列出眾多活動和任務，大多數學生在高中階段（中四至中六）就可以完成。請注意以下事項：

1. 要開始執行生涯歷程報告，請輸入你高中的年期（即你開始中四的年份及你在中六離校的年份）。

2. 你在報告中標明已完成的任務之前，請檢查每個項目，了解其中涉及的活動和任務。這會讓你了解和你一樣的高中生在職業及生涯規劃方面應該做些什麼。

3. 若你想進一步了解報告中所列的任務和活動，或你在完成任務時需要支持，請與你的老師討論。

4. 若你已完成報告中所列的某項任務，請給該項任務加上「√」號。有些任務需要多次參與才能完全完成。

5. 你應該定期回顧和更新報告，或至少在高中階段每學年回顧和更新一次。這將有助於你跟蹤職業發展任務的完成進度。

6. 為了肯定你的努力和成就，每完成一項報告中所列的任務，你將獲得一項數碼獎勵。

7. 你應該在報告的指定位置記下簡短的反思和未來計劃，以促進自我認識和採取有針對性的行動。

8. 你應該定期與信任的老師（如班主任或升學及就業輔導老師）分享報告，告訴他們你的進步，並獲取他們的支援和意見。

9. 你也應該與父母分享報告，並向他們解釋你為制定職業及生涯計劃所作的努力。

10. 我們希望你能在中六之前完成報告中列出的所有任務。完成這些任務，你將更有可能在未來面對職業及生涯規劃挑戰時具備成熟的心態和充分的技能。

# 更新生涯歷程報告的步驟

## 第1步

登入學生帳戶。

按一下「生涯歷程報告」按鈕。



## 第2步

你可以更新列表，然後按一下「儲存草稿」、「儲存到媒體庫」和「提交」按鈕。



## 第3步

在左側邊欄功能表中，選取「檔案管理」。生涯歷程報告將儲存於「檔案管理」中。



## 生涯歷程報告樣本



賽馬會 鼓掌·創啟程計劃 CLAP for Youth@JC
Career & Life Adventure Planning

Lee Lik Leung
生涯歷程報告

2016 - 2019　　F.4 - F.6

| 生涯任務 | 成就 |
|---|---|
| **啟發參與** | |
| 為了有一些新的體驗，我參與了 1 項由學校或校外機構舉辦的活動。 | |
| 我曾參與生涯規劃的課堂 / 小組 / 講座。 | |
| 我曾與校友或前輩交談，從過來人的經歷中學習和思考自己未來的可能性。 | |
| 我有持續發展自己的興趣。 | |
| 我有持續參與社區服務或有薪工作。 | |
| **自我認識** | |
| 我完成了事業興趣測試，並理解測試結果。 | |
| 我能說出最少兩個我有興趣或計劃升讀的課程或從事的職業。 | |
| 我檢視自己的經歷，發現自己有 4 項讓我感到自豪的技能。 | |
| 我能說出最少三項我期望在人生中取得的成就。(可與事業相關或不相關) | |
| 我曾思考與自己興趣及個人特質相配合的出路及達成的途徑。 | |
| **探索多元出路** | |
| 我透過不同途徑，搜集過一些感興趣的課程或職業的資料，並思考這些課程或職業與自己的合適度。 | |
| 我到訪過 3 間本地高等教育機構 ( 如：大學、職訓局院校 )。 | |
| 我參觀了 3 間公司 / 企業。 | |
| 我曾與 1 名正就讀我感興趣的課程的學生交談，以了解該課程資料及就業出路。 | |
| 我曾與 8 名正從事我感興趣的行業的人士交談。 | |
| 我參加了 8 次課程或工作體驗計劃。 | |
| **計劃及生涯管理** | |
| 我每年至少一次，與父母 / 監護人或學校老師談論我個人生涯規劃相關的話題，如：我的夢想、升學就業方向、興趣發展、抉擇困難等等。 | |
| 我懂得建構個人履歷表以準備升學 / 就業。 | |
| 我曾參與模擬面試，為升學或投身職場作準備。 | |
| 我為過渡至我的下一站 ( 升學或就業 ) 作了足夠的準備。 | |
| 我積極尋找別人 / 社區支持和各種機會，以實現個人事業和人生目標。 | |
| 我能有效平衡我的學習 / 工作與生活。 | |

我的下一步

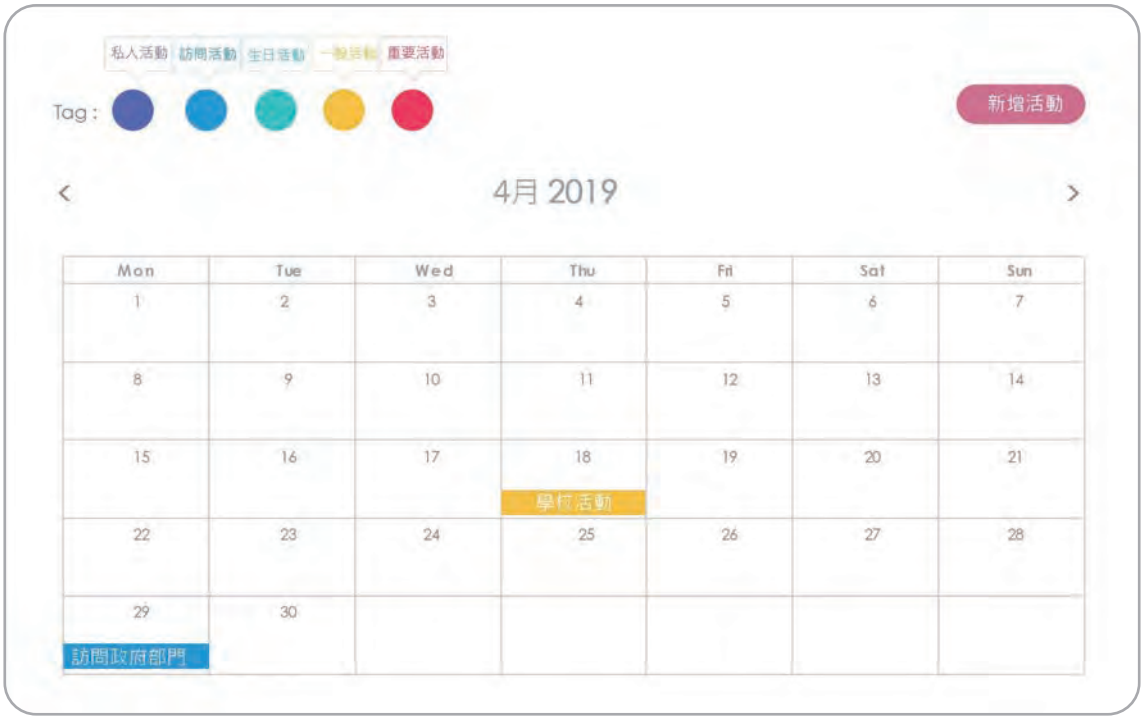
教師評語

整體成就

# Passion to action(啟發參與):

## 日曆

職業及生涯規劃即規劃優先事項，包括你的時間。因為時間有限，我們應該把時間花在最重要的任務和活動上。你可以使用「歷程」來安排活動緩急，包括與職業生涯規劃相關的活動。




## 新增新事件




1. 在日曆右上角，按一下「 」圖標。
2. 然後按一下「新增活動」按鈕。
3. 為事件添加標題和詳情。
4. 在頁面底部按一下「保存更改」。

# 個人化職業發展簡歷

# 為未來作好準備

要為未來作好準備，你應該將自我認知和獨特經歷融合到具有關聯主題的統一框架之中（你可以稱之為「職業發展故事」）。這個故事將作為你的職業發展歷程指南。它可以幫助你向他人（如潛在僱主）解釋你的強項和生涯方向。隨著你在職業發展歷程中不斷前進，你將譜寫新的篇章，並不斷豐富你的職業發展故事。

我們開發了以下工具，幫助你為未來作好準備：

- Shine簡歷庫



# Shine 簡歷庫

Shine 簡歷庫是有關你職業發展的工作文檔或描述，當你對過去和現在的經歷有了新的見解時，你可以構建、重新構建、編輯和重新編輯Shine簡歷庫。這些經歷將在你身上轉化為寶貴的品質、興趣、強項和不同的「Shining Points」。這些「Shining Points」是你實現生涯和職業目標的基礎。你可以按照系統的指引逐步確定這些「Shining Points」。Shine簡歷庫中累積的內容可在需要時列印成紙本。

## 登入學生帳戶

1. 登入學生帳戶。
2. 在左側邊欄功能表中，選取「Shine 簡歷庫」。



# 創建Shine簡歷庫的步驟

## 第1步

選擇一個「Shine」範本。

從現有選項中選擇一個版面設計，然後按一下「保存並繼續」按鈕。



## 第2步

**個人資料**

你可以輸入你的個人資料，然後按一下「保存並繼續」按鈕。




## 上載個人資料圖片

1. 將滑鼠懸停在左上角你的個人資料圖片上，然後按一下圖片圖標。
2. 「選擇檔案」或「上載」一張新圖片。

## 第3步

**我的學習歷程**

你可以輸入你的教育背景，然後按一下「保存並繼續」按鈕。



## 第4步

**我的技能和強項**

你可以從不同的生涯經歷中確定自己的技能和強項，包括有償（正式工作）和無償經歷（如義工服務和為他人服務）。請輸入你想要包含的所有經歷，然後按一下「保存並繼續」按鈕。




## 可轉移技能

可轉移技能是指你已經掌握的技能，並這些技能可以轉移到未來的就業環境中。這些技能是通用技能，你可以繼續在不同的領域和環境中應用它們。

## 可轉移技能列表

- 分析和比較資料 / 數據
- 欣賞別人，願意和別人分享稱讚
- 裝配
- 關注細節
- 建造和建造
- 計算
- 照顧和服務他人
- 關心或照顧別人需要
- 用體力搬運東西
- 搜集資料/數據和分類
- 作曲創作音樂
- 表達同感身受
- 以身體，面部表情，和語調表達感受或和看法
- 以圖畫或圖案表達感受或看法
- 以文字 / 文章有創意地表達感受或看法
- 協調手足活動
- 輔導別人，提供意見
- 創作製造模型或雕刻品
- 有創意地處理顏色
- 有創意地處理空間 / 面孔 / 形狀[如攝影]
- 裝飾 / 佈置室內 / 建築物 / 空間
- 與別人建立良好關係
- 診斷/判斷問題所在
- 引發他人表達和分享
- 鼓勵別人，強化 / 激發別人動機
- 審查 / 評估數據 / 他人 / 事物
- 用文字 / 數字 / 符號表達想法
- 分類及貯存檔案 / 東西
- 跟隨指示說明，按已定步驟完成工作
- 記憶力強
- 種植植物
- 清楚掌握詳細資料和數據
- 開創新的工作計劃
- 安裝配件
- 發明 / 創作新觀念 / 事物
- 處理財政、簿記
- 領導 / 帶領會議聚會
- 領導 / 指示他人
- 聆聽
- 作決定
- 管理別人 / 工作計劃
- 操作機器或工具
- 組織團體活動
- 說服他人接納自己的看法
- 策劃財務預算
- 解決問題
- 清楚處理和組織數據
- 策劃改變
- 飼養動物
- 以邏輯思考或推理
- 從藝術眼光觀察或評估事物
- 準確記錄資訊
- 修理東西
- 推銷產品
- 唱歌或演奏樂器
- 在一群人面前發言、發表意見
- 點算存貨
- 冒險
- 教導別人
- 在戶外 / 野外活動 / 操作
- 其他

## 第5步

**我的成就**

我的成就不僅包括你獲得的特殊成就和獎項，還包括你因達到既定目標而獲得表彰的實例。請在以下部分輸入這些經歷。



## 第6步

**我的數碼和語言強項**

選擇你的語言和技能水平，然後按一下「保存並繼續」按鈕。



## 數碼技能列表

- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign
- Adobe Dreamweaver
- 安卓（Android)
- 雲端檔案管理
- 電腦圖象設計
- 數碼匯報
- 電郵整理
- Facebook
- Google文件
- Google表格
- Google幻燈片
- Instagram
- 網上資料搜尋
- IOS操作系統
- Keynote
- Linux
- 微軟試算表
- 微軟 Power-point
- 微軟 Word
- Numbers
- Pages
- Pinterest
- Prezi
- 搜尋引擎應用
- Twitter
- YouTube
- 網頁製作
- Window

## 第7步

**我的嗜好**

選擇你的嗜好、興趣和活動，然後按一下「保存並繼續」按鈕。



## 業餘愛好清單

- 烘焙食品製作 
- 踏單車 
- 合唱 
- 貝殼收集 
- 收集郵票 
- 收集優惠券 
- 電腦遊戲 
- 釣魚 
- 花藝 
- 園藝 
- 主題樂園 
- 參與教會活動 
- 郊遊 
- 飼養寵物 
- 製作影片 
- 模型製作 
- 製作馬賽克作品 
- 觀察野生環境 
- 鋼琴課 

- 演奏樂器 
- 玩棋牌遊戲 
- 棋類遊戲 
- 參加比賽運動 
- 填字遊戲 
- 樂隊演奏 
- 閱讀小說 
- 攀岩 
- 購物 
- 攝影 
- 教導他人 
- 玩具製作 
- 參觀博物館 
- 義務工作 
- 觀看體育賽事 
- 水上運動 
- 寫作小說 
- 寫故事 

## 第8步

**我的人生/生涯目標**

你可以訂立生涯目標，然後按一下「保存並繼續」按鈕。

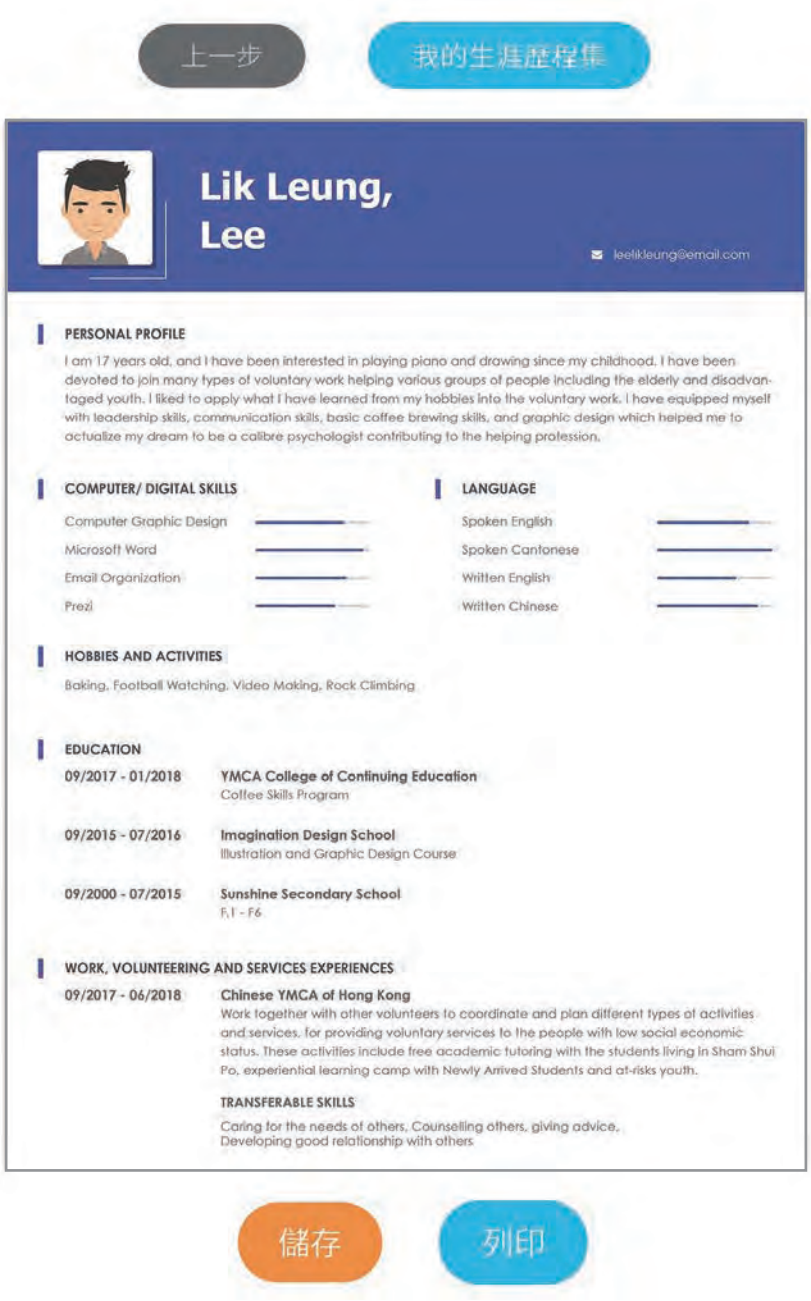



- 訂立目標是職業發展中的重要一步
- 訂立目標後，你應該找出你可以作出的行動和採取的步驟來實現你的目標
- 沒有生涯和職業目標，你可能會感到迷茫。沒有行動的話，你永遠不能達成你的職業和生涯目標
- 你可在「歷程」系統中查看的「我的夢想（生涯任務清單）」，找出你可以採取的行動的例子
- 找你信任的人，與他們分享你的目標和行動
- 有新的發現、機會和想法時，你可以隨時修改和更新你的目標和行動
- 記著：你可以的！

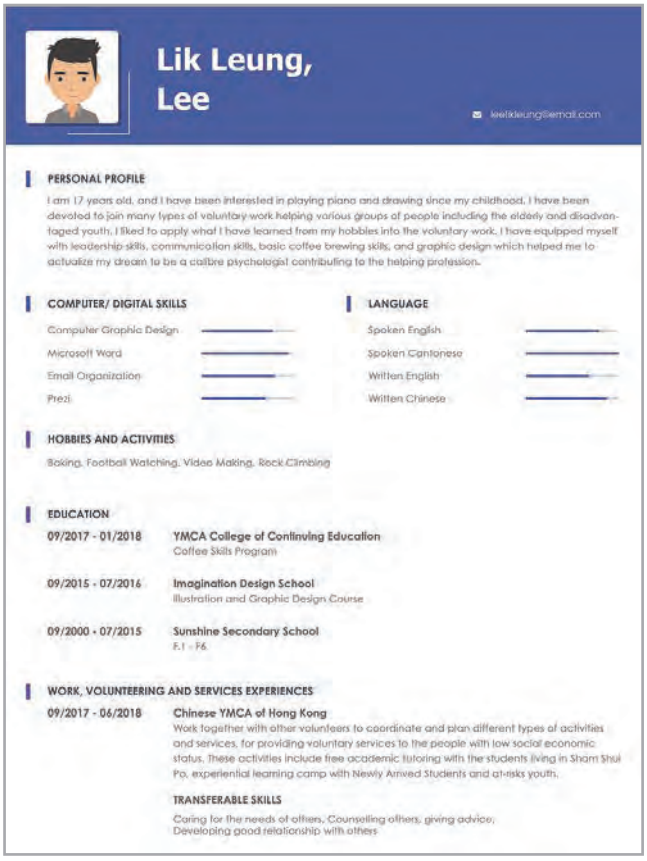
## 第9步

**編輯及預覽**

你可隨時查看簡歷，看看它是怎麼樣的，亦可以試試各種功能。



## Shine 簡歷庫樣本



**Lik Leung, Lee**

likleung@email.com

**PERSONAL PROFILE**

I am 17 years old, and I have been interested in playing piano and drawing since my childhood. I have been devoted to join many types of voluntary work helping various groups of people including the elderly and disadvantaged youth. I liked to apply what I have learned from my hobbies into the voluntary work. I have equipped myself with leadership skills, communication skills, basic coffee brewing skills, and graphic design which helped me to actualize my dream to be a calibre psychologist contributing to the helping profession.

**COMPUTER/ DIGITAL SKILLS**

- Computer Graphic Design
- Microsoft Word
- Email Organization
- Prezi

**LANGUAGE**

- Spoken English
- Spoken Cantonese
- Written English
- Written Chinese

**HOBBIES AND ACTIVITIES**

Baking, Football Watching, Video Making, Rock Climbing

**EDUCATION**

09/2017 - 01/2018 **YMCA College of Continuing Education**
Coffee Skills Program

09/2015 - 07/2016 **Imagination Design School**
Illustration and Graphic Design Course

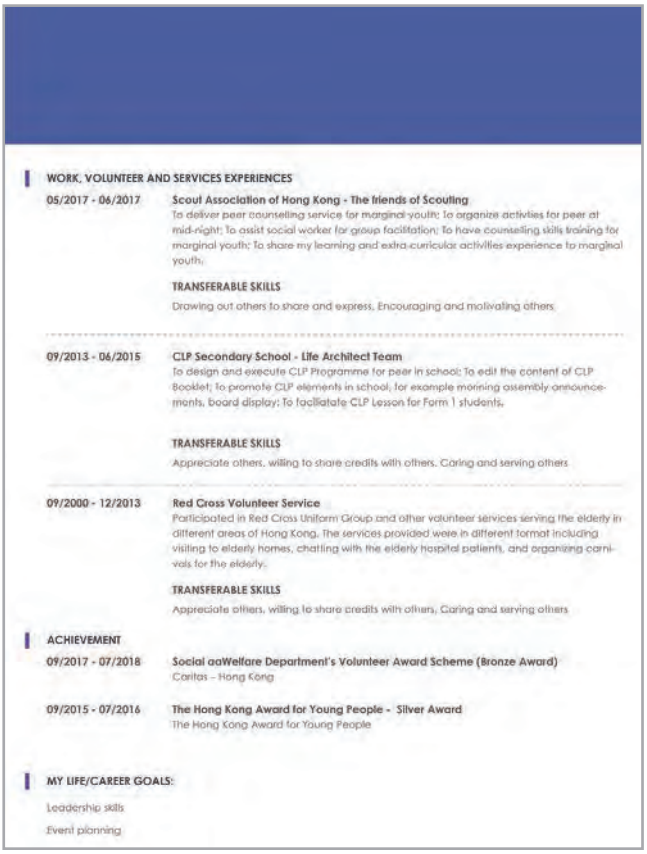
09/2000 - 07/2015 **Sunshine Secondary School**
F.1 - F6

**WORK, VOLUNTEERING AND SERVICES EXPERIENCES**

09/2017 - 06/2018 **Chinese YMCA of Hong Kong**
Work together with other volunteers to coordinate and plan different types of activities and services, for providing voluntary services to the people with low social economic status. These activities include free academic tutoring with the students living in Sham Shui Po, experiential learning camp with Newly Arrived Students and at-risks youth.

**TRANSFERABLE SKILLS**

Caring for the needs of others, Counselling others, giving advice, Developing good relationship with others



**WORK, VOLUNTEER AND SERVICES EXPERIENCES**

05/2017 - 06/2017 **Scout Association of Hong Kong - The friends of Scouting**
To deliver peer counseling service for marginal youth; To organize activities for peer at mid-night; To assist social worker for group facilitation; To have counselling skills training for marginal youth; To share my learning and extra-curricular activities experience to marginal youth.

**TRANSFERABLE SKILLS**

Drawing out others to share and express, Encouraging and motivating others

09/2013 - 06/2015 **CLP Secondary School - Life Architect Team**
To design and execute CLP Programme for peer in school; To edit the content of CLP Booklet; to promote CLP elements in school, for example morning assembly announcements, board display; To facilitate CLP Lesson for Form 1 students.

**TRANSFERABLE SKILLS**

Appreciate others, willing to share credits with others, Caring and serving others

09/2000 - 12/2013 **Red Cross Volunteer Service**
Participated in Red Cross Uniform Group and other volunteer services serving the elderly in different areas of Hong Kong. The services provided were in different format including visiting to elderly homes, chatting with the elderly hospital patients, and organizing carnivals for the elderly.

**TRANSFERABLE SKILLS**

Appreciate others, willing to share credits with others, Caring and serving others

**ACHIEVEMENT**

09/2017 - 07/2018 **Social aoWelfare Department's Volunteer Award Scheme (Bronze Award)**
Caritas – Hong Kong

09/2015 - 07/2016 **The Hong Kong Award for Young People - Silver Award**
The Hong Kong Award for Young People

**MY LIFE/CAREER GOALS:**

Leadership skills

Event planning

## Shine 簡歷庫文件夾

你可以在Shine簡歷庫管理你的所有「Shine」簡歷檔案。




# 從Shine 簡歷庫文件夾中刪除檔案

1. 你可以從「Shine簡歷庫」文件夾中永久性地刪除任何簡歷。
2. 接著，在「Shine簡歷庫」文件夾中將你的滑鼠移至你想要移除任何簡歷檔案上。
3. 按一下「刪除」按鈕移除該簡歷。
4. 完成 ！

# 個人化作品集

## 建立你的作品集的步驟

「作品集」是以多媒體形式展現的你的職業發展故事。圖片和多媒體作品集是及時表達你的職業生涯發展的一種方式。你至少有兩種不同的方法使用「歷程」中的「作品集」功能：

**更新**：隨時更新及修改你的多媒體作品集。

**回顧**：你想回顧你的職業及生涯發展時，又或者需要作出一個職業或生涯上的決定時，點進「作品集」回顧你所收集的各種圖像、圖片或其他文件，看看它們為你指向哪個方向。

### 步驟

第1步 **登入學生帳戶**

在左側邊欄功能表，選取「我的作品集」。

第2步 **上載媒體檔案**

使用「+新增媒體檔案」按鈕新增內容到你的作品集。

你可以按一下上載文件，然後直接從你的電腦中選擇媒體檔案。

第3步 **新增文字**

按一下「+新增文字」按鈕為你的作品集新增說明。

你可按一下任何項目旁的「編輯圖標」來編輯內容。

你亦可將媒體檔案或文字拖拽排列成你想要的順序。

第4步 **保存你的作品集**

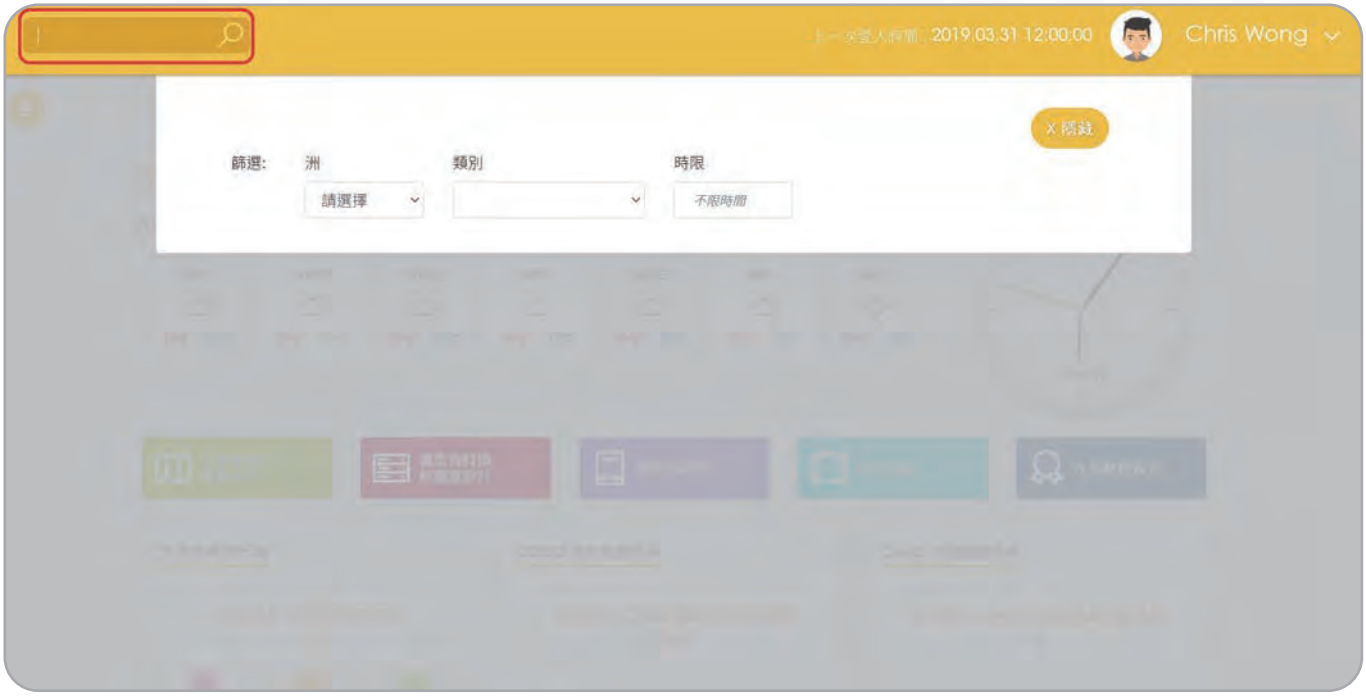
你的作品集會自動保存。

# 作品集樣本


我的作品集
+ 新增文字
+ 新增媒體檔案
預覽
Lee Lik Leung Online Portfolio
My Online Profile
I love taking pictures for the sake of telling stories.

# 搜尋工具

引擎搜尋提供一系列最匹配用戶想要尋找的內容的結果。你可以保存連接你最喜愛的網頁的捷徑，方便你隨時隨地登入瀏覽。



## 步驟　搜尋工具

1. 輸入文字，然後篩選結果。
2. 按一下搜尋結果旁邊的書籤圖標「 」，該搜尋結果就會自動保存成書籤。



# 我的書籤

## 新增書籤

你可以保存連接你最喜愛的網頁的捷徑，方便你隨時隨地登入瀏覽。

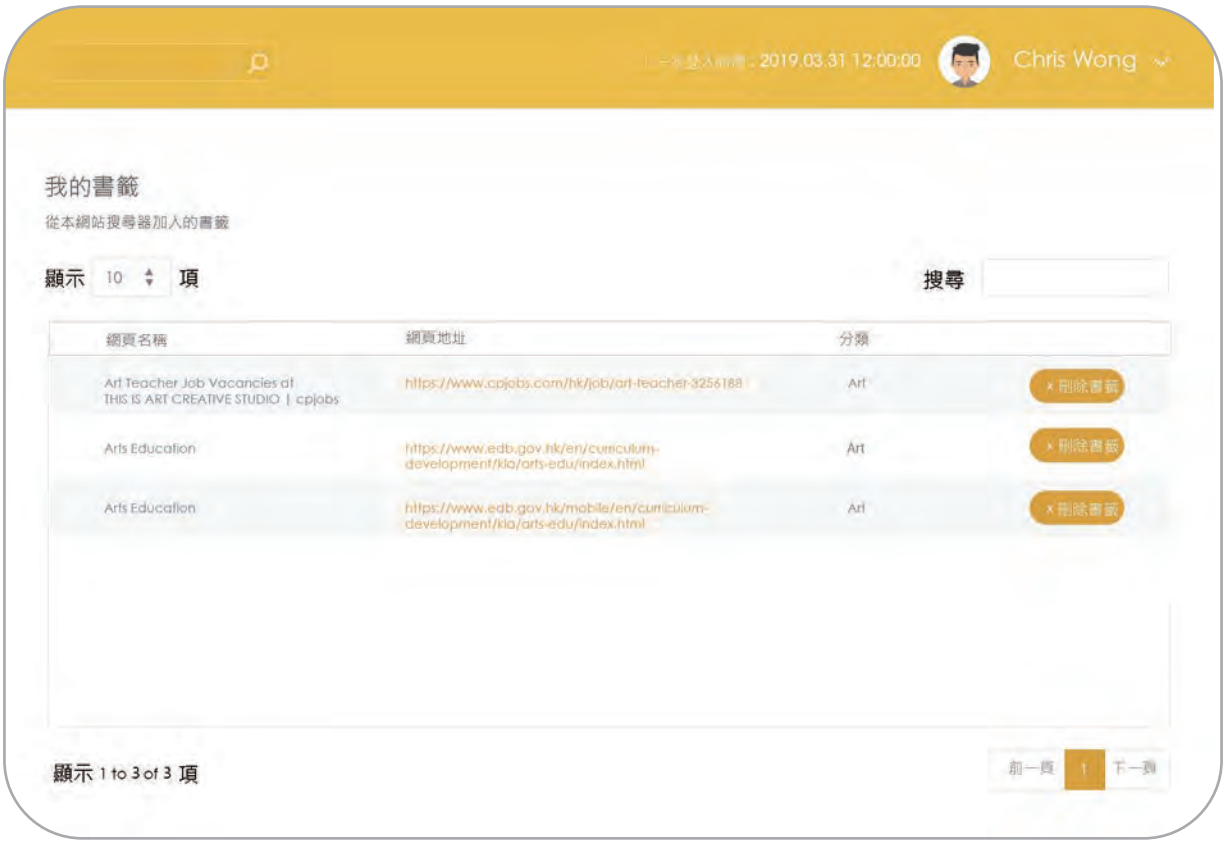
### 第1步　搜尋結果及新增書籤

1. 輸入文字，然後篩選結果。
2. 按一下搜尋結果旁邊的書籤圖標「 」。
3. 輸入分類，該搜尋結果將自動保存成書籤。



## 第2步　預覽我的書籤

1. 登入學生帳戶。
2. 在左側邊欄功能表，選取「我的書籤」。
3. 所有書籤將列表顯示。



# 檔案管理

## 圖書館

檔案管理幫助用戶輕鬆管理所有檔案。用戶可刪除或共享檔案至「我的作品集」。

備註：每個學生帳戶均獲分配200MB的儲存容量。




### 新增媒體檔案到我的作品集

你可以點選每幅圖像旁邊的「顯示於我的作品集內」方格，將你想要的圖像加入到我的作品集中。

# 新增媒體檔案

你可以使用新增媒體檔案工具輕而易舉地嵌入各種不同的媒體檔案。

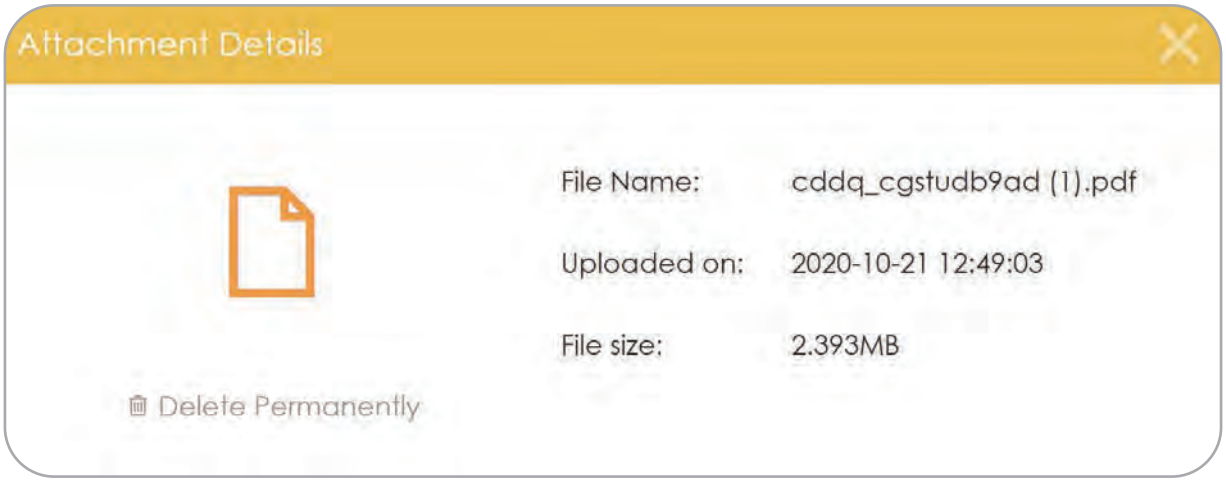
1. 移至「檔案管理」，按一下「新增媒體檔案」按鈕。
2. 上載或選取你想要新增到你的頁面的媒體檔案。
3. 然後按一下「確認」按鈕。



# 檢視及刪除媒體

新增圖像後，你可以檢視圖像的詳細資料。

1. 要檢視圖像，按一下圖像打開附錄詳情螢幕。
2. 要移除圖像，按一下「永久刪除」按鈕。



# 幫助學生反思自己的學習情況

# 帳戶喜好設定

我的生涯規劃歷程帳戶讓你可以快速進入設定功能管理你的帳戶。

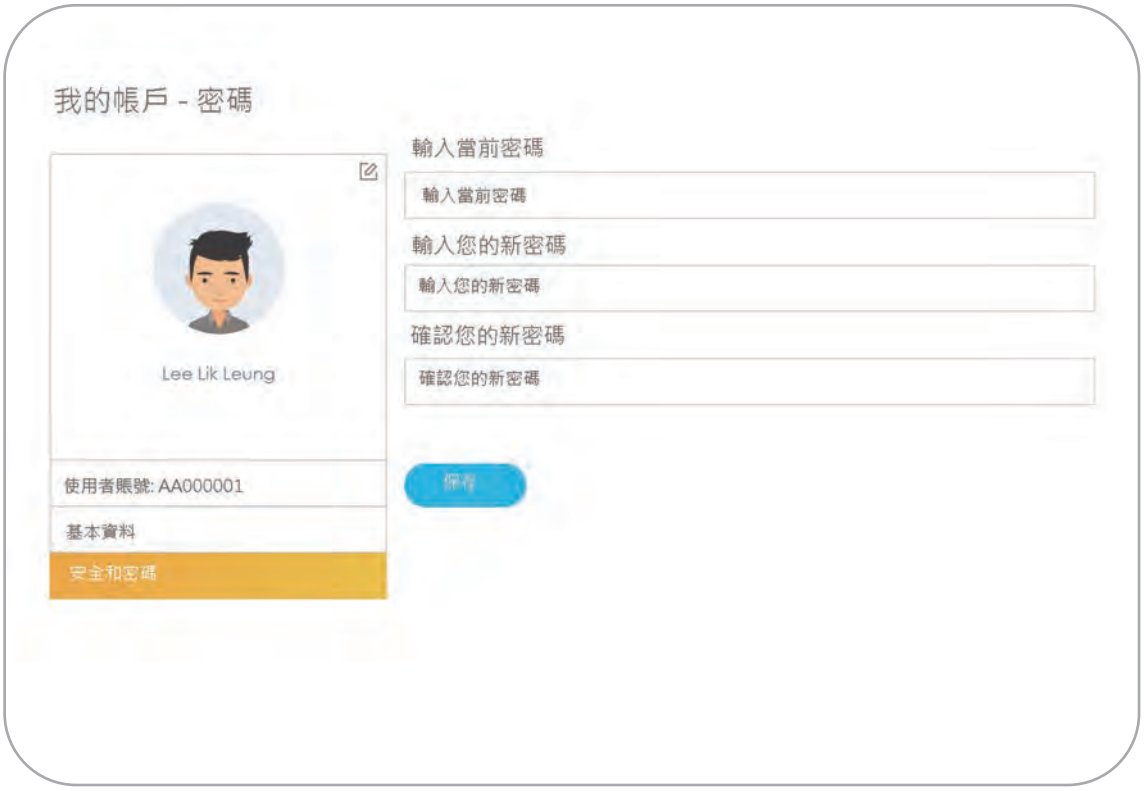
## 基本資料

你可以更新、新增或移除你的帳戶中的一些基本資料。



# 安全和密碼

你可為安全原因更改密碼。你的「我的生涯規劃歷程」帳戶可用於連接生涯發展及探索平台及我的的E-課堂等。




## 更改密碼

1. 打開你的「我的生涯規劃歷程」帳戶。你可能需要登入。
2. 在「安全和密碼」一項下。
3. 輸入你的現用密碼。
4. 輸入你的新密碼，然後按一下「保存」。

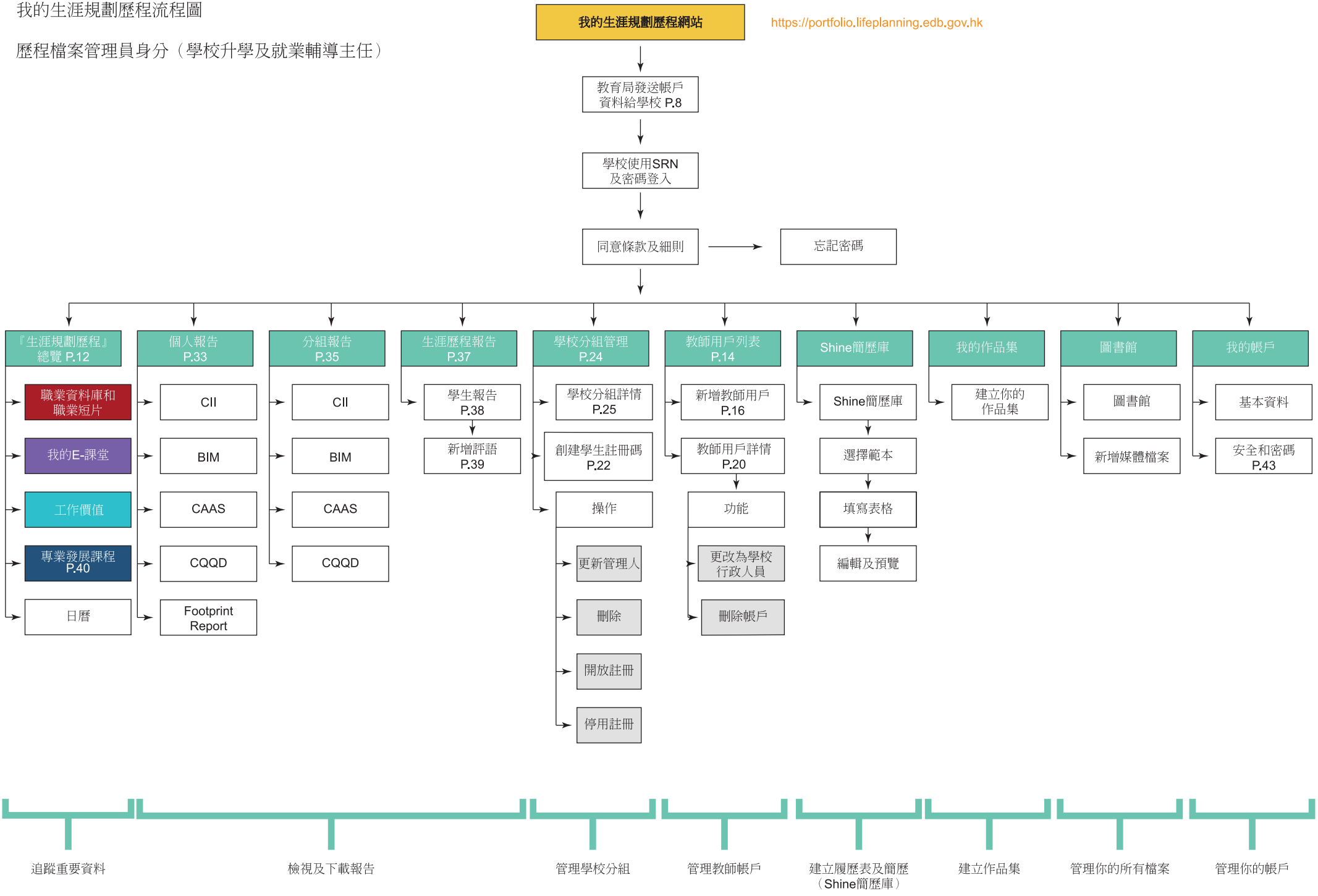
備註 1: 不能重用最近3個密碼。

2: 每 365天，你將被要求更改密碼一次。我們建議你在每個學年開始，使用教師提供的註冊碼更新班級分組時更改密碼。

3: 密碼不能含有用戶名稱及電郵代號。

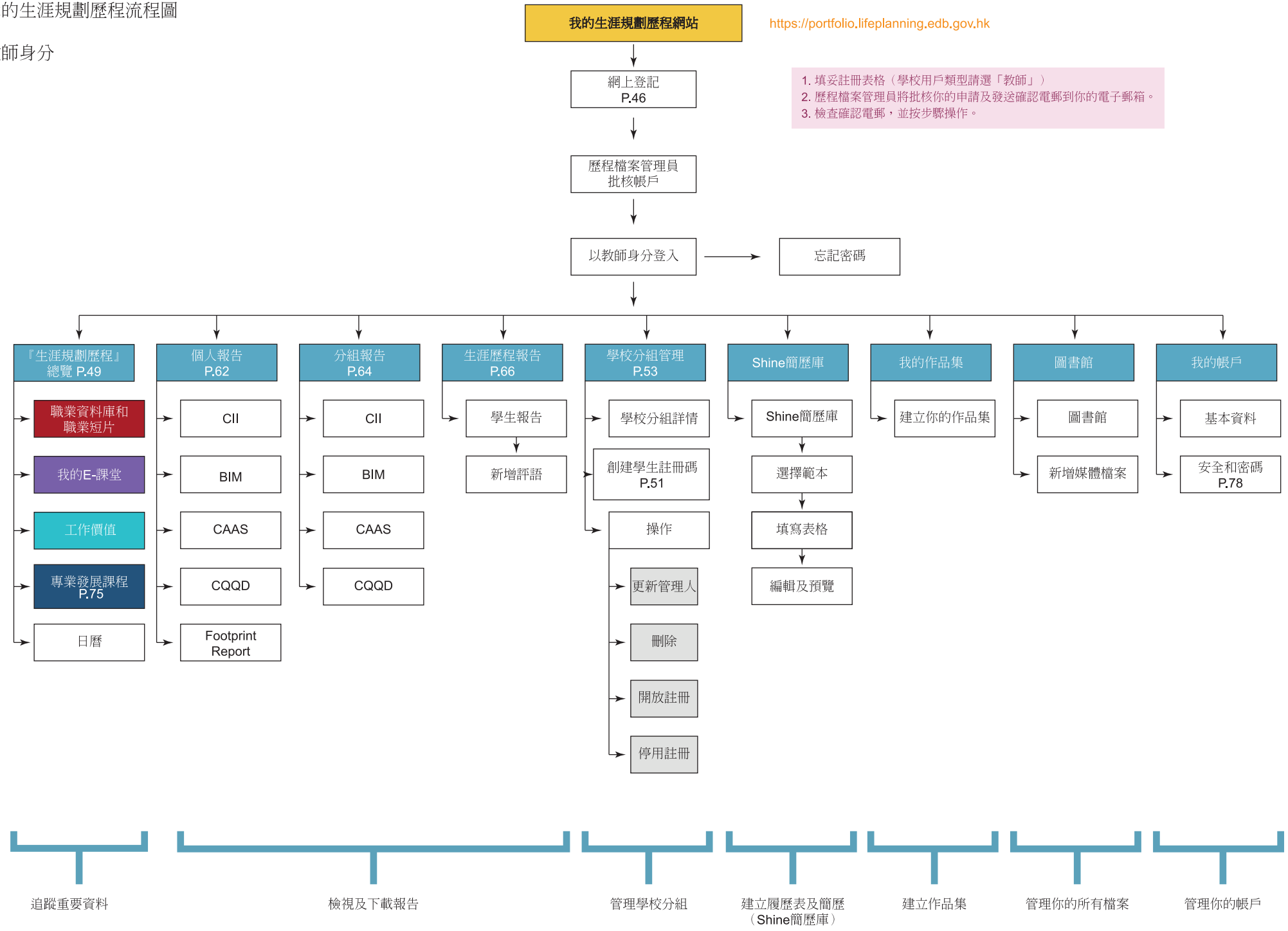
# 我的生涯規劃歷程流程圖

## 歷程檔案管理員身分（學校升學及就業輔導主任）



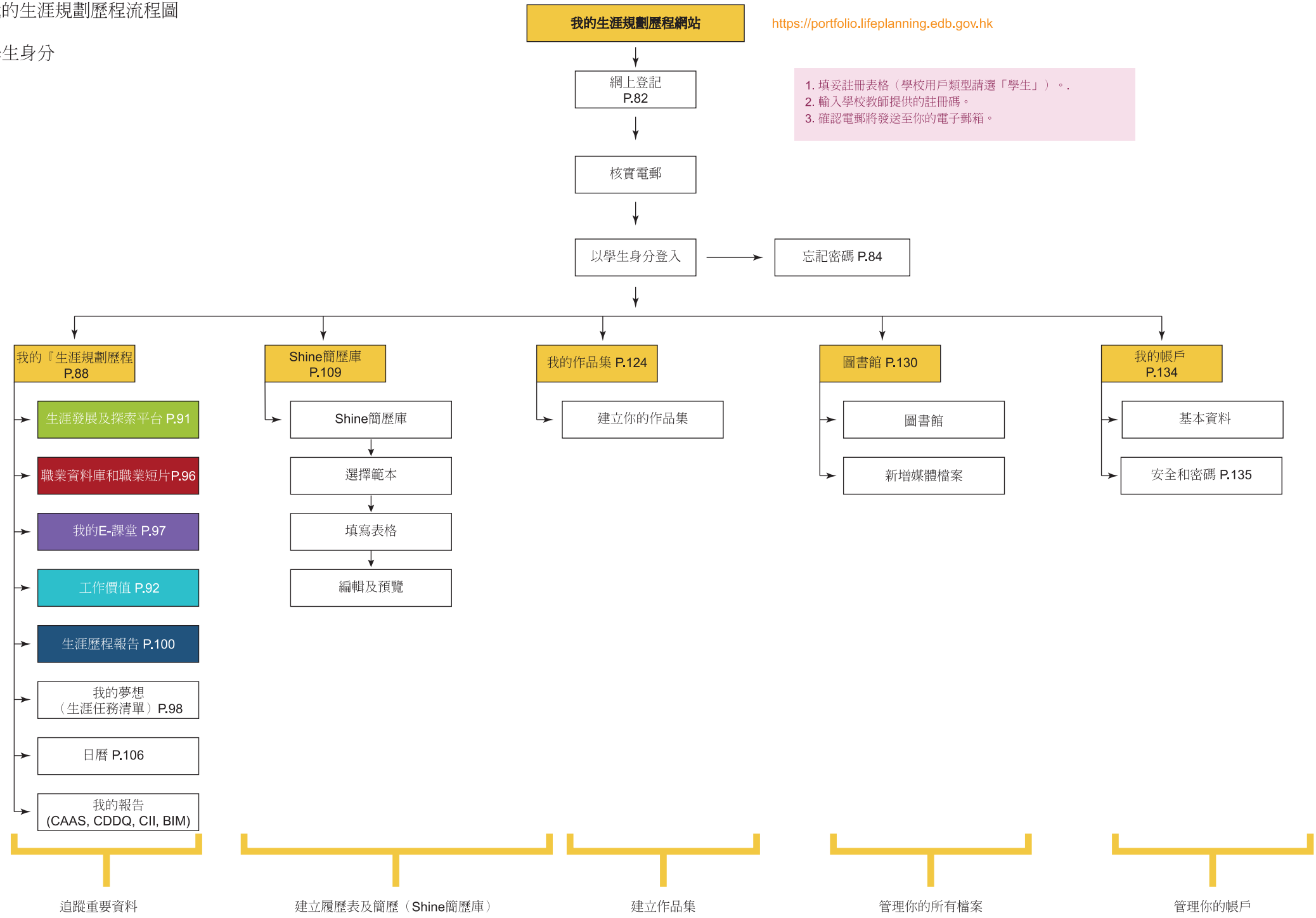
# 我的生涯規劃歷程流程圖

教師身分



# 我的生涯規劃歷程流程圖

學生身分



# My Life Planning Portfolio

Life Planning Education at schools aims to help students know better about themselves, devise plans for personal development, set and modify goals through self-reflection, and grasp various study and career pathways, so that students can make wise choices for future study or employment.

There is no shortcut for life planning. It is important for students to record their experience so that they can look back on their lives, identify their characteristics and explore their ideal careers. To start this life planning journey, students can do some career assessments e.g. the **Career Interest Inventory Test** and the **Basic Interest Marker Test**, so that they can know better their interests and strengths. The assessment results can be a reference for their planning and rethinking their future development. Students can also use the **Shine • My Profile** to record their journey of life planning and create their own profiles and portfolios.

Moreover, there are 12 sessions of online materials and videos to guide student's life planning learning journey. Please visit **My E-lesson** for details. These online materials can also be used by teachers for conducting life planning education lessons. Please visit the **Professional Development Program** (for teachers) for details.

# Acknowledgements

The Education Bureau would like to extend its heartfelt gratitude to the Hong Kong Jockey Club Charities Trust for the permission to reproduce the relevant resources provided on the online platform of the "CLAP for Youth @ JC" programme. Created and funded by The Hong Kong Jockey Club Charities Trust in 2015, the programme aims to support young people in career and life planning.

Created and Funded by

香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
同心同步同進 RIDING HIGH TOGETHER

賽馬會 鼓掌·創你程計劃
CLAP for Youth@JC
Career & Life Adventure Planning

# USER GUIDEBOOK

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# ABOUT MY LIFE PLANNING PORTFOLIO

## Aims

***My Life Planning Portfolio*** is an online tool for students and youth to develop and manage their personal career development. Through the functions of the "***Portfolio***", users can review and reflect upon their past and present experiences, including interests, values and accomplishments. The "***Portfolio***" contains functions to help users make sense of their experiences and "**Shining Points**" and to plan their career and life in a systematic manner. The functions of "***Portfolio***" encourage users to set their life and career goals and to identify actions to implement them. Users could share different elements of Portfolio with their friends, teachers, parents, or other trusted individuals who accompany them in the career and life adventures.

## Objectives

The objectives of the ***My Life Planning Portfolio*** are to help young people to:

1. Learn about what is career and life planning
2. Understand and develop their interest, skills, values, achievements, and different "**Shining Points**"
3. Build up their personalised career development profiles
4. Organise their career development materials and multi-media documents systematically
5. Construct their own career and life development plan and take purposeful actions
6. Share their achievements, reflections (e.g. a draft profile), and insights with teachers
7. Manage their career development journeys through updating their "***Portfolio***" profiles and re-construct their planning and action

# Key Audience

Primary audience : Students

Secondary audience : Teachers and parents



Students



Teachers



Parents

# ACCOUNT TYPES

***My Life Planning Portfolio*** account gives you quick access to setting and tools for managing your account. You can manage your setting, and experience our "***Portfolio***" to create profile or portfolio.

## 3 Types of School Accounts




### Portfolio Manager Account

As a school career master/ mistress, you can register the portfolio manager account for your school.

You can have the right to:

- Manage teacher's account (assign role, create, delete and approve account)
- Generate student registration token
- View reports (can view all user(s) group reports)

### Teacher Account

As a delegated teacher, you can register for a teacher account, upon the approval from portfolio manager.

You can:

- Generate student registration token
- View reports (only can view the user(s) group created by the teacher themselves)

### Student Account

As a student, you can explore a variety of career and life planning resources from "***Portfolio***", including:

- Conduct career assessment
- Create profile
- Create gallery

# INTRODUCTION OF PORTFOLIO MANAGER ACCOUNT

# PORTFOLIO MANAGER ACCOUNT ROLE

School career master/mistress can create a portfolio manager account. The account is responsible for creating and managing the teacher accounts. The portfolio manager account has the highest access right in the system and can reach each part of the portfolio site including all student reports.

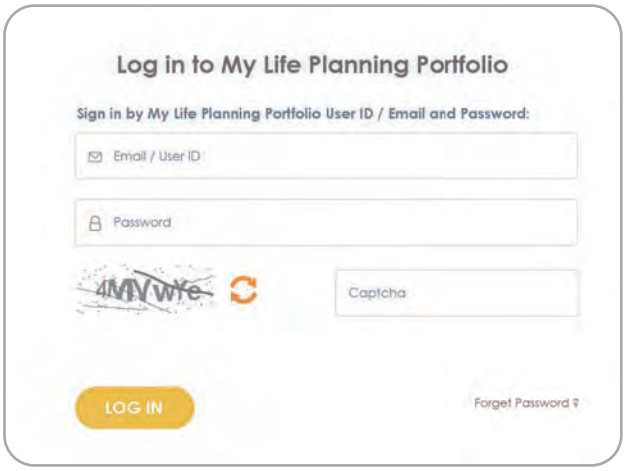
## Steps to Create Portfolio Manager Account

### Step 1 School career master/mistress first time log in to Portfolio

School receives a set of ***My Life Planning Portfolio*** account including "**User ID**" and "**Password**".

## Step 2 Login to Portfolio Manager Account

1. Go to https://portfolio.lifeplanning.edb.gov.hk
2. Use the registered account "**User ID**" and "**Password**" to login the ***My Life Planning Portfolio***.
3. Input the captcha.
4. Click "**Log in**" button.

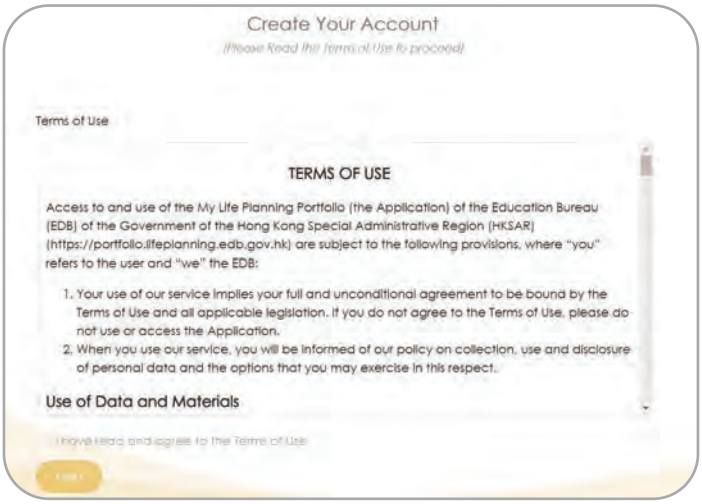



## Step 3 Read & Agree Terms of Use (For first time login only)

1.You are required to read the Terms of Use.

2.Please tick the "Check Box" to agree.

3.Click "Next" button.

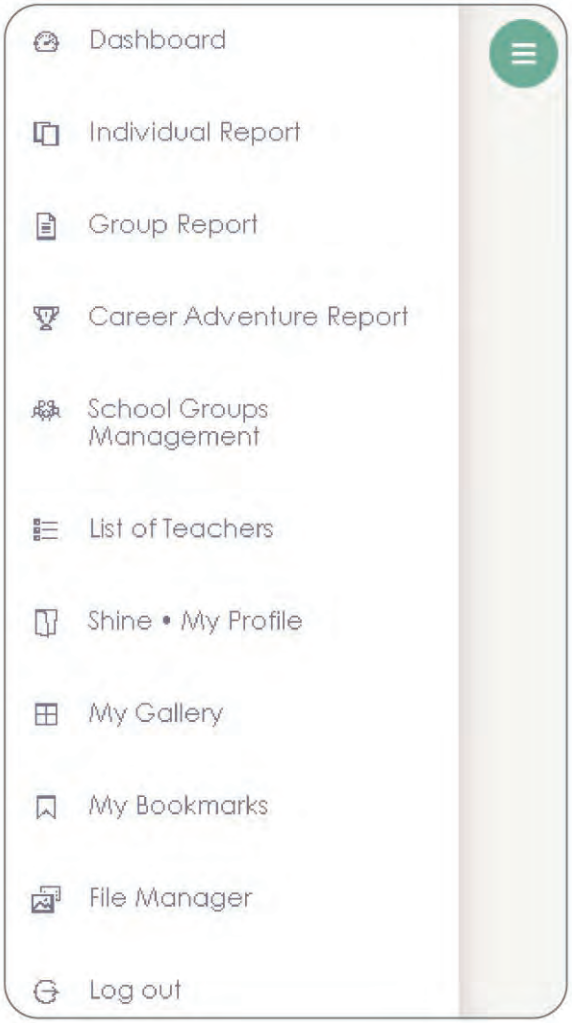


# NAVIGATION MENU

The portfolio manager platform menu is located on the left-hand side of the screen at ***"Portfolio"***. When you move to a navigation tab, the tab will be highlighted for your easy reference.

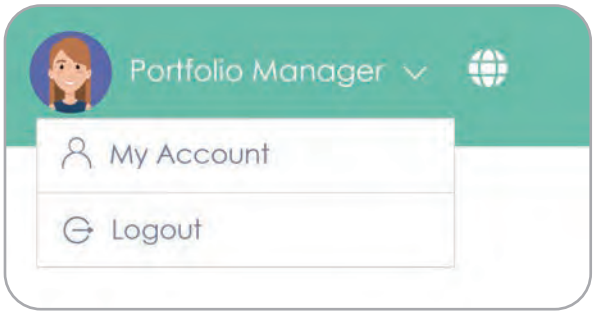
## Left Sidebar Menu

- Dashboard
- Individual Report
- Group Report
- Career Adventure Report
- School Groups Management
- List of Teachers
- Shine • My Profile
- My Gallery
- My Bookmarks
- File Manager
- Log out



# Account Menu

1. The account menu is located in the top-right corner of your screen.
2. Click "**My Account**".
3. You can update your account information, change password and set your preferences.
4. Click "**Save**" settings.




# Language Menu

You can change the language of ***My Life Planning Portfolio*** interface at any time.

1. Click the top "**Language Icon**" to select language.
2. Select language from the drop-down menu.



# DASHBOARD


Career Information
My E-lesson
Professional Development Program
Total no. of users
56
Completed CII assessment
24
Completed BIM assessment
22
Year: 2020/21
Group Name: 2020_I1
Gender: All
Year: 2020/21
Group Name: 2020_I1
Gender: Male
Year: 2020/21
Group Name: 2020_PO1
Gender: All
Year: 2020/21
Group Name: All
Gender: All
Results of BIM
Year: 2020 Group Name: 2020_I1 (MF)
Year: 2020 Group Name: 2020_I1 (M)
Year: 2020 Group Name: 2020_PO1 (MF)
Human relations management
Protective
Personal service
Creative writing
Business
Religious activities
Family activity
Professional advising
Engineering
Outdoor-Agriculture
Skilled trades
Technical writing
Politics
Teaching
Mathematics
Law
Physical science
Life science
Social service
Social sciences
Management
Creative Arts
Performing Arts
Finance
Information technology
Office work
Medical service
Sales
Manual labor
Athletic coaching
Physical/Risk taking
Comparions of CDDQ
Comparions of CAAS
Career Interest Inventory (CII)
Priorities - Plan Your Time
Activities

The dashboard shows the resulting information of **Career Interest Inventory (CII), Basic Interest Marker (BIM), Career Decision-Making Difficulties Questionnaire (CDDQ)** and **Career Adaptability Scale (CAAS)** to the portfolio manager.

## Steps Look at the resulting information with specific criteria

1. Select required "Year", "Group Name", "Gender" and click "+" (Multiple criteria can be selected).
2. Unwanted information can be removed by clicking "-".
3. To switch resulting information of **Career Interest Inventory (CII), Basic Interest Marker (BIM), Career Decision-Making Difficulties Questionnaire (CDDQ)** and **Career Adaptability Scale (CAAS)** by clicking "  "

### Career Information

Information about different career pathways.

### My E-lesson

This provides a rich online learning material and resources for teachers. Also, teachers may assign after-class exercises to students to ensure that they can process what they have learned in lessons.

### My Work Values Game

This Work Values Game helps young people to identify values and beliefs that are most important to them in choosing their career & life pathways.

### Professional Development Program

Professional Development Program (PDP) allows teachers to have self-autonomous learning of key concepts in Career and Life Planning and its application, through video clips including teachers' sharing videos.

### Career Interest Inventory (CII)

Career Interest inventory graph shows the comparison of students' Holland Code within the school.

### Basic Interest Marker (BIM)

Basic Interest Makes (BIM) graph shows the BIM results.

### Career Decision-Making Difficulties Questionnaire (CDDQ)

Career Decision-Making Difficulties Questionnaire (CDDQ) graph shows the score comparisons of CDDQ within the school.

### Career Adaptability Scale (CAAS)

Career Adaptability Scare (CAAS) graph shows the scores comparisons of CAAS within the school.

### Priorities - Plan Your Time

Calendar is designed for users to easily add and remove events related to career and life planning. You can schedule upcoming activities to participate, so you always know what's next.

# MANAGE TEACHER ACCOUNTS

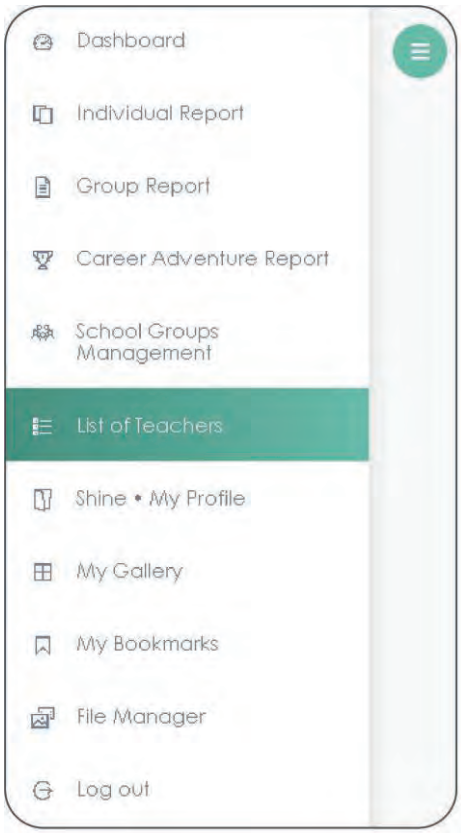
As a portfolio manager, you verify users who are identified as a teacher to give them access to the teacher platform features as they need. Portfolio manager has the permission to create and verify teacher account, remove teacher account, transfer a user's role from teacher to portfolio manager or portfolio manager to teacher.

## List of Teachers

The List of Teachers lists all the registered teacher accounts. Portfolio manager can manage teacher account on this page.

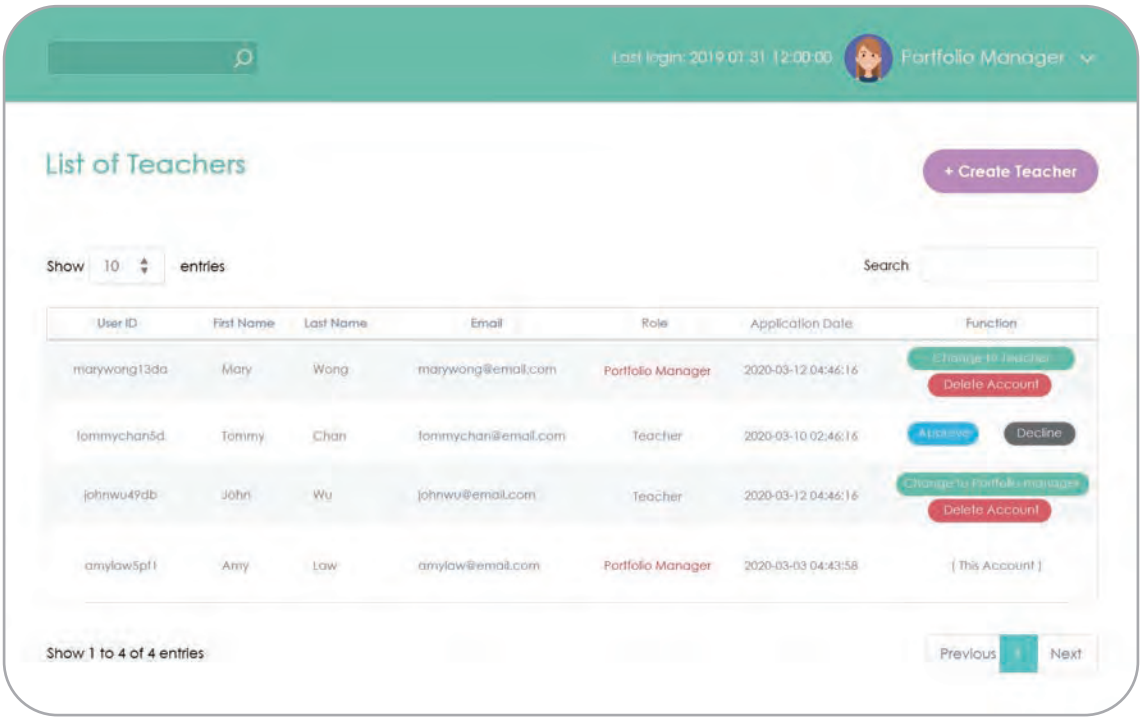
### Step1 Login to Portfolio Manager Account

1. Go to https://portfolio.lifeplanning.edb.gov.hk
2. Use the registered account "**Email**" and "**Password**" to login the ***My Life Planning Portfolio***.



## Step 2 View and Manage Teacher Accounts

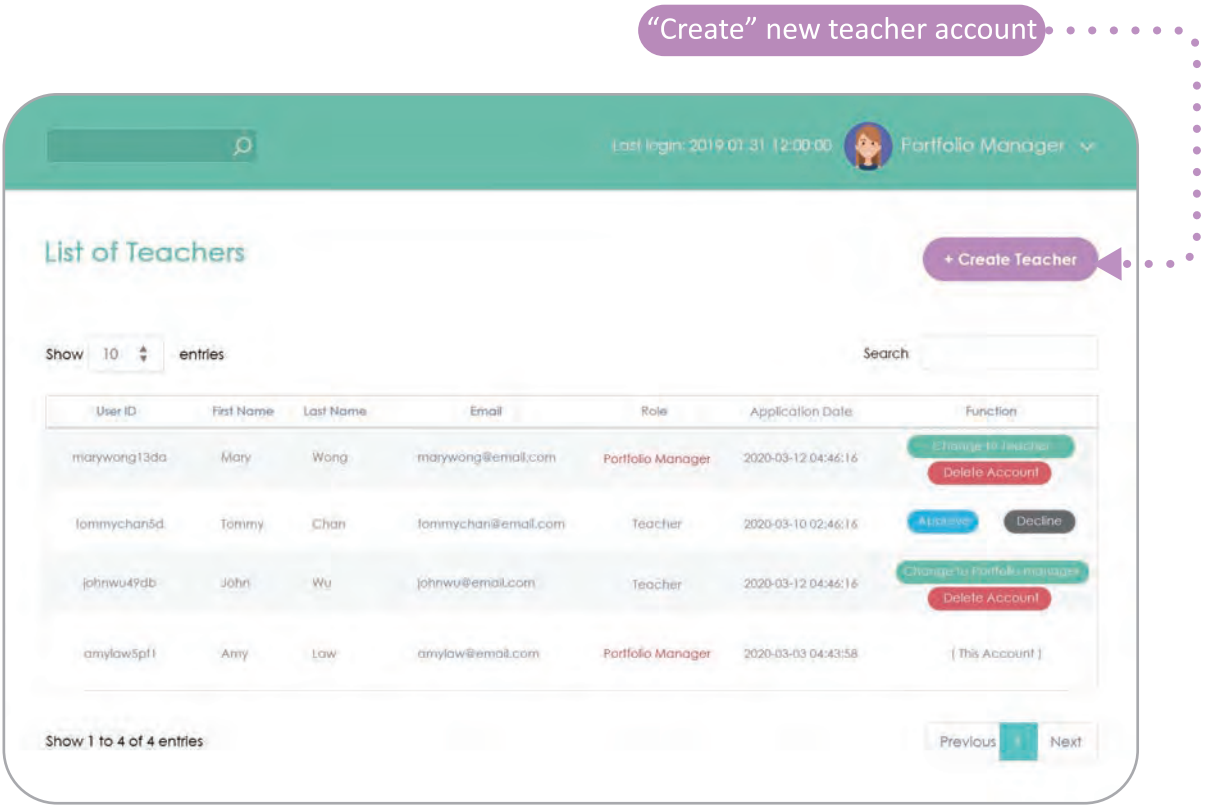
1. In the sidebar menu, select "**List of Teachers**".
2. In the panel, it shows all the registered teacher accounts.



# Create Teacher Account

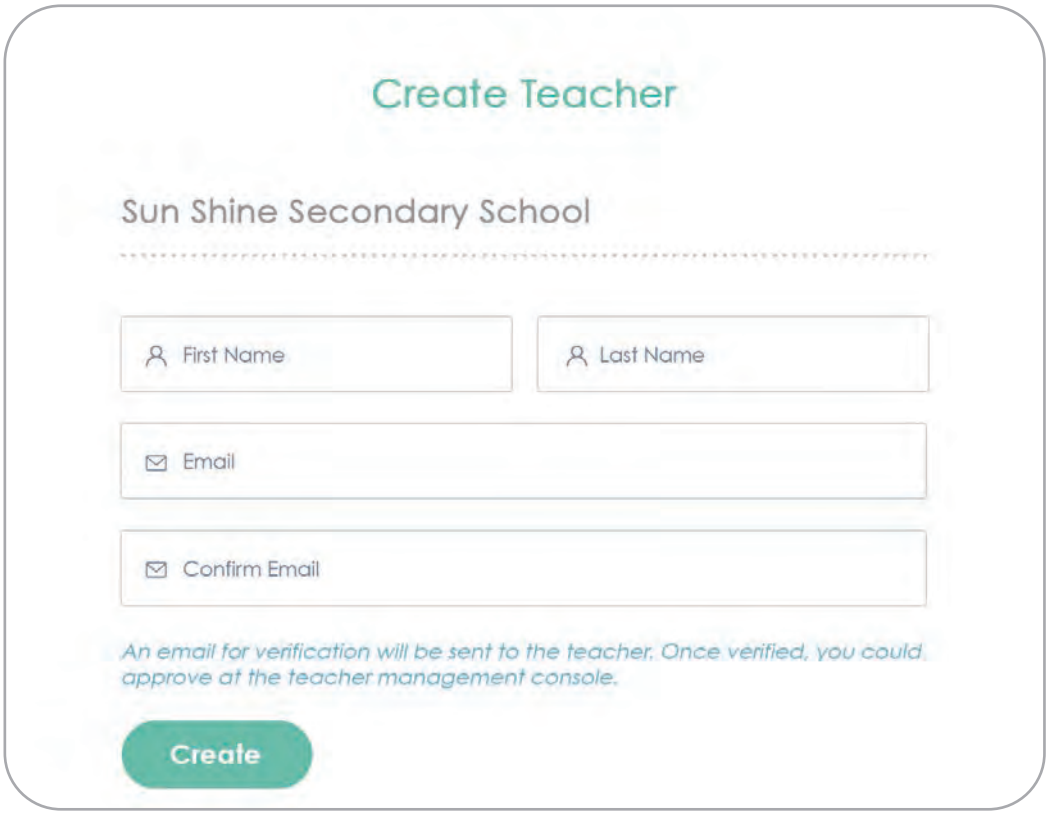
## Step 1 Create New Teacher Account

1. In the sidebar menu, select "**List of Teachers**".
2. On the top right corner, click the "**Create Teacher**".



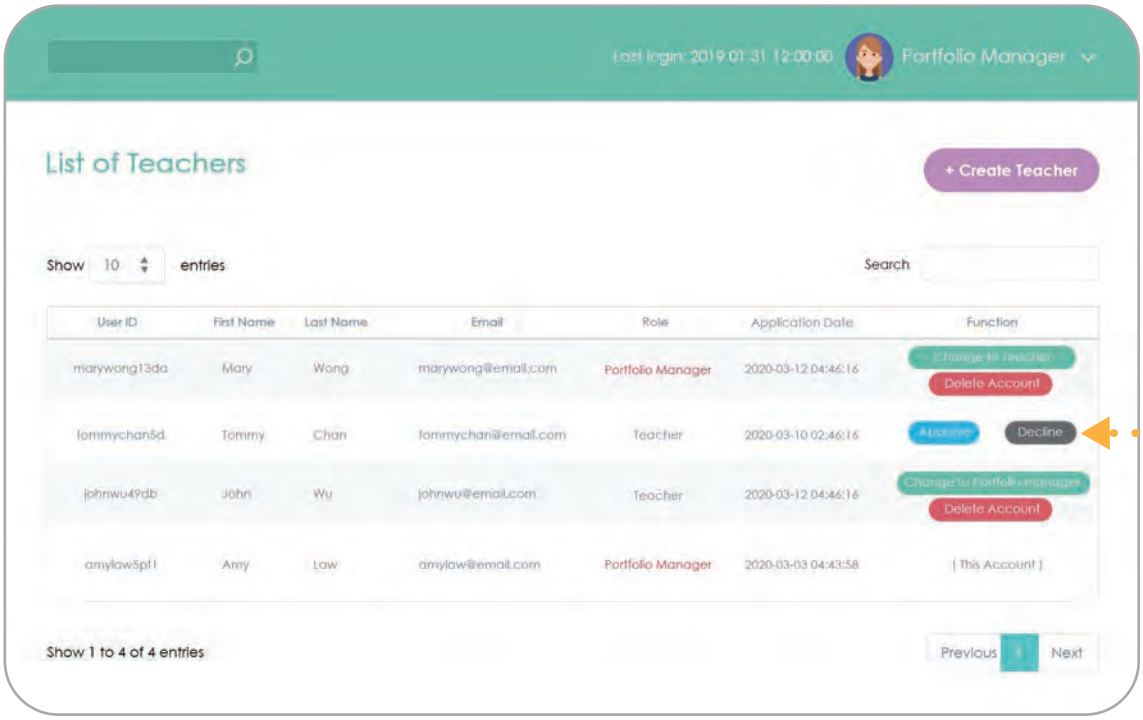
## Step 2 Fill in the form and receive a notification email

1. Fill in the teacher's information and click the "**Create**" button.
2. Confirmation email will be sent to teacher's email box.



## Step 3 Approve / decline application

1. After the teacher verifies the email and confirms the account. Portfolio manager will receive a notification email to approve / decline the new teacher user.
2. Login to portfolio manager account to approve / decline teacher account.
3. In the sidebar menu, select “List of Teachers”.
4. To approve a teacher’s registration, click the “**Approve**” button.
5. To reject a teacher’s registration, click the “**Decline**” button.




“Approve” or “Decline” teacher application

Remark: Teachers who login ***My Life Planning Portfolio*** with accounts created by Portfolio Manager are required to read and agree to the Terms of Use for first time login.

# Remove Teacher Account

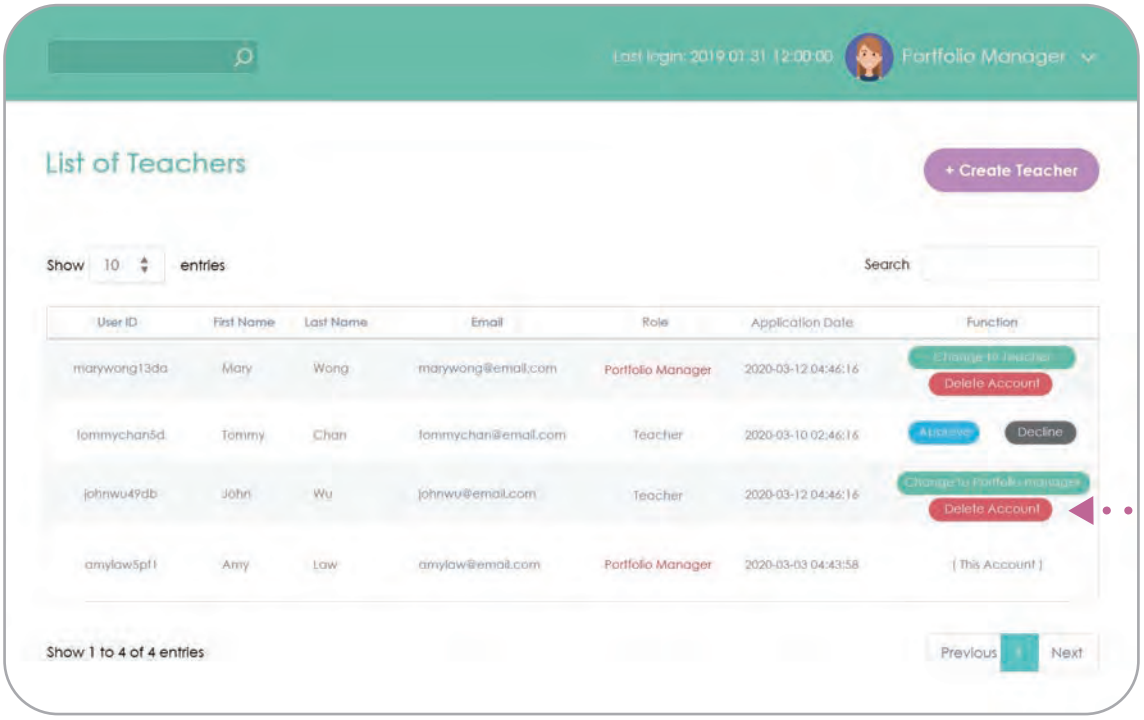
Before portfolio manager removes a teacher's account, the portfolio manager should confirm that the teacher's group(s) is no longer in use by students. Removing a teacher account without transferring group ownership limits some group(s) functionality.

If the group(s) is/are still in use, transfer group(s) ownership to another teacher. Please refer to P. 54 for details.

## Steps Delete Teacher account

1. In the sidebar menu, select "**List ofTeachers**".
2. Click the "**Delete**" button to remove teacher account.

Note: If the teacher account is deleted and the group(s) is/are still in use without transferring the ownership to another teacher, all the group(s) under the removed teacher will be transferred automatically to the group called **"(no group)"**.

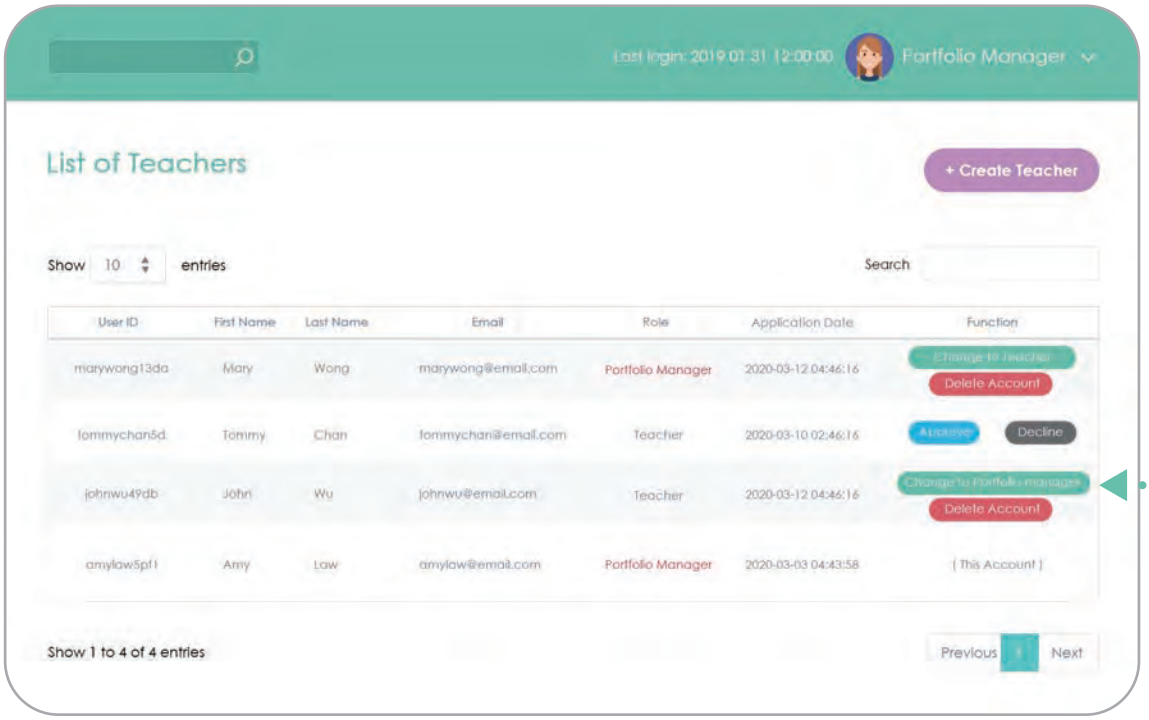


# Change a user's role from teacher to Portfolio Manager

Teacher cannot change users' roles. Only portfolio manager can change users' roles. If a teacher needs to take up the role as portfolio manager, portfolio manager must manually change the user's role f rom teacher to portfolio manager.

## Steps Change a user's role from teacher to Portfolio Manager

1. Go to https://portfolio.lifeplanning.edb.gov.hk
2. Use the registered account "**Email**" and "**Password**" to login the ***My Life Planning Portfolio***.
3. In the sidebar menu, select "**List of Teachers**".
4. In the table, select the user role as "**Teacher**".
5. Click the "**Change to Portfolio Manager**" button.
6. The teacher now is changed to portfolio manager role.




Change teacher role:"Change to Portfolio Manager"

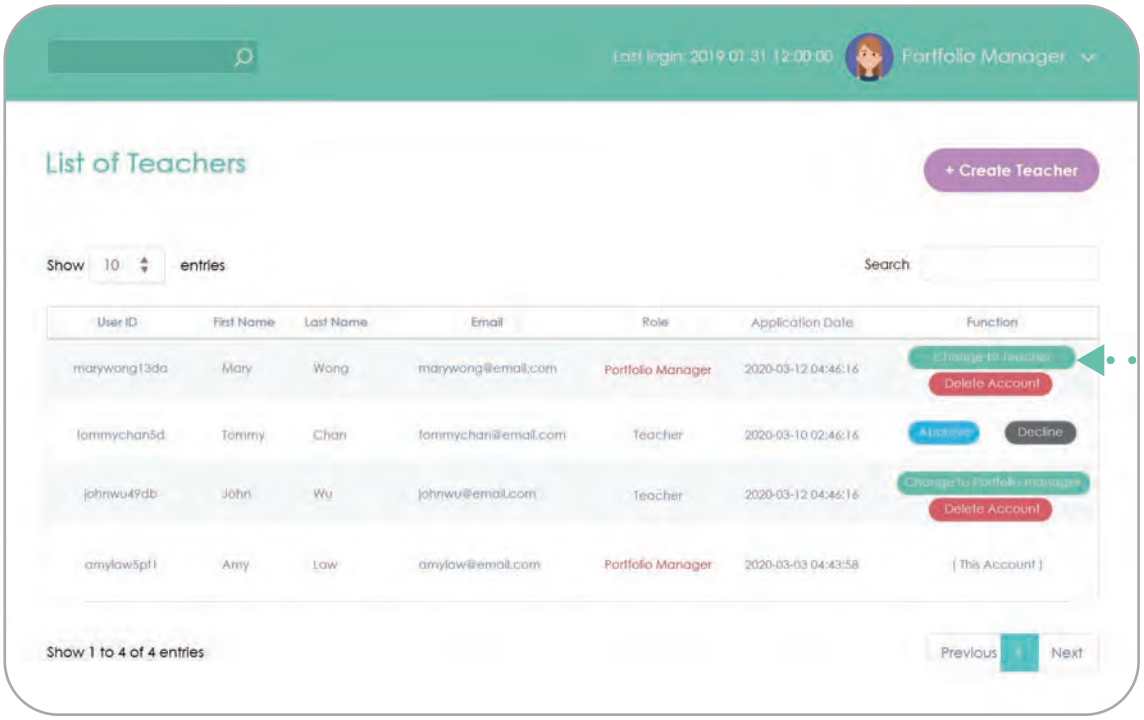
# Change a user's role from Portfolio Manager to teacher

The user role identified as portfolio manager's role can be changed to teacher role.

The primary portfolio manager account remains unchangeable and cannot be removed by other portfolio managers.

## Steps Change a user's role from Portfolio Manager to teacher

1. Go to https://portfolio.lifeplanning.edb.gov.hk
2. Use the registered account "**Email**" and "**Password**" to login the ***My Life Planning Portfolio***.
3. In the sidebar menu, select "**List of Teachers**".
4. In the table, select the user role as "**Portfolio Manager**".
5. Click the "**Change to Teacher**" button.
6. The portfolio manager now is assigned to teacher role.




Change Portfolio Manager role:"Change to teacher"

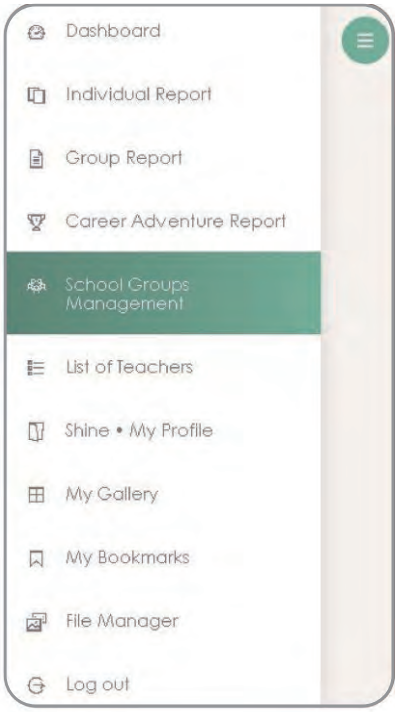
# GENERATE STUDENT REGISTRATION TOKEN

Portfolio manager can create group(s) and generate student registration token for students to create their own accounts. The token is unique and different each time. Portfolio manager can view all the groups and accounts in the system. Whereas, teacher can only access the groups created using the teacher account.

## Create Group and Generate Registration Token

### Step 1 Login to Portfolio Manager Account

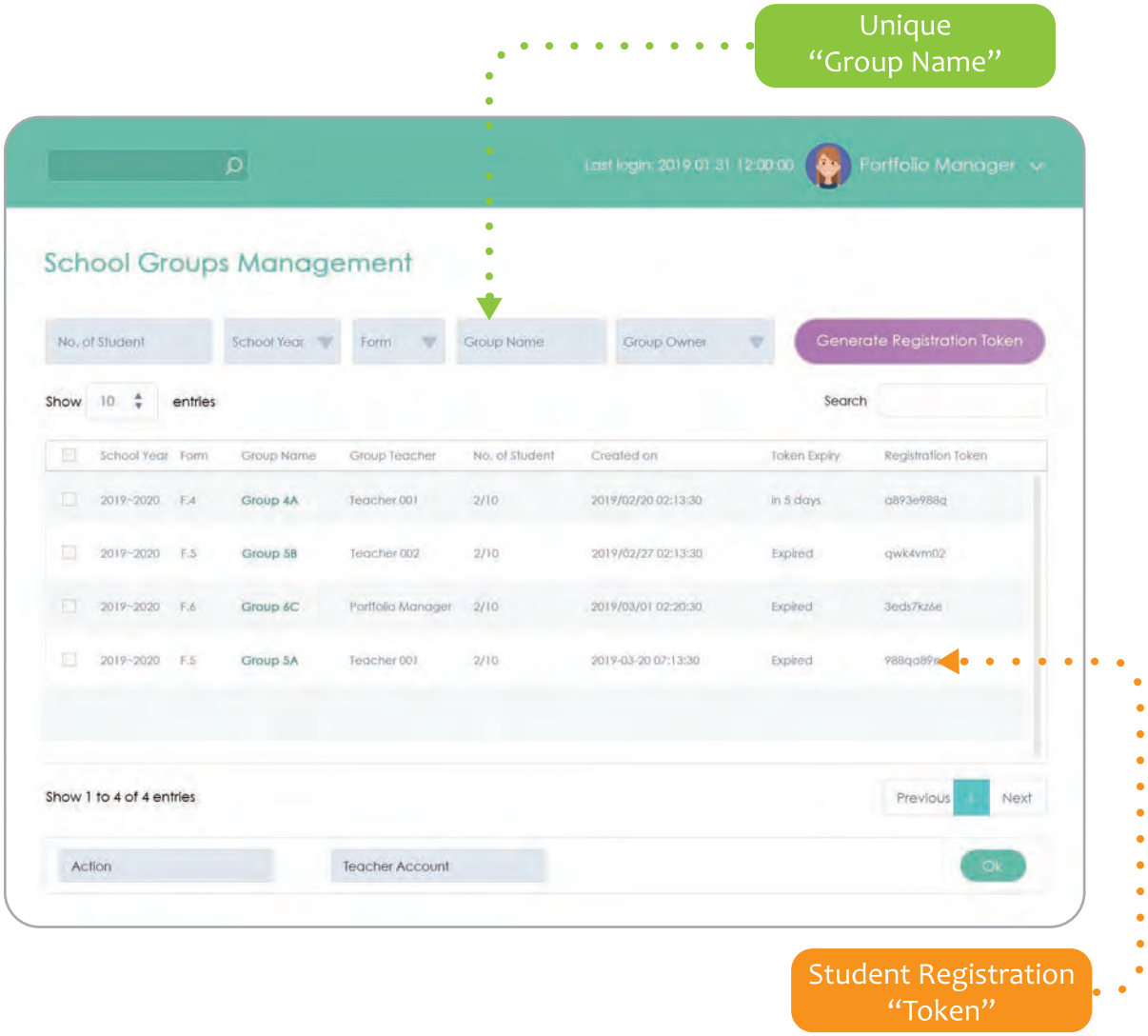
1. Login to portfolio manager account.
2. In the left sidebar menu, select "**School Groups Management**".



## Step 2 Generate Registration Token for Students

1. Fill in all required fields.
2. Click the "**Generate Registration Token**" button.
3. By default, the registration token will expire **in 7 days**.

Note: School year starts on the 1st of September and will end on the 31st of August. Portfolio manager can create a group(s) for teacher and move students to different group(s). However, the teacher can only create a group(s) for their own.



# SCHOOL GROUPS MANAGEMENT

School groups can be managed by portfolio manager and teachers. Portfolio manager can access all groups. Teachers can only access the groups created by themselves. School groups management allows portfolio manager to transfer group's ownership, delete, activate or deactivate groups.

# Transfer Ownership of a Group

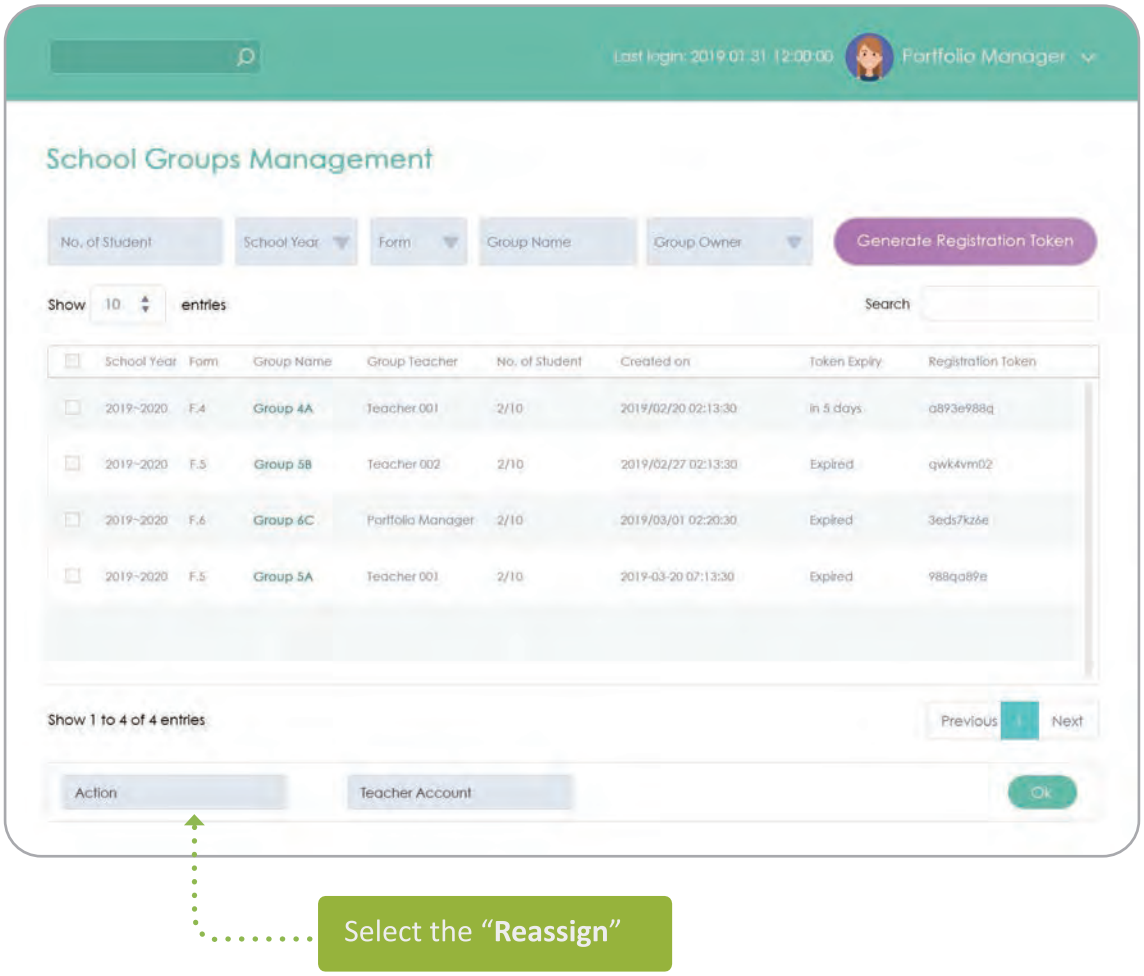
If a teacher is leaving the school or changing the classes they teach, existing portfolio manager can transfer existing teacher group(s) to another teacher.

When teacher transfers their ownership, the new teacher doesn't need to accept the transfer when it occurs.

## Steps Transfer ownership group to other teachers

1. Go to https://portfolio.lifeplanning.edb.gov.hk and click Sign In.
2. In the left sidebar menu, select "School Groups Management".
3. Tick the "**Check Box**" next to the group you want to transfer to another teacher.
4. At the bottom, click "**Action**" and select "**Reassign**" in the action drop-down box.
5. In the "**Teacher Account**", select the teacher's name and click the "**OK**" button.

Note: The original teacher cannot access the group after transfer of ownership.



# Delete a User(s) Group

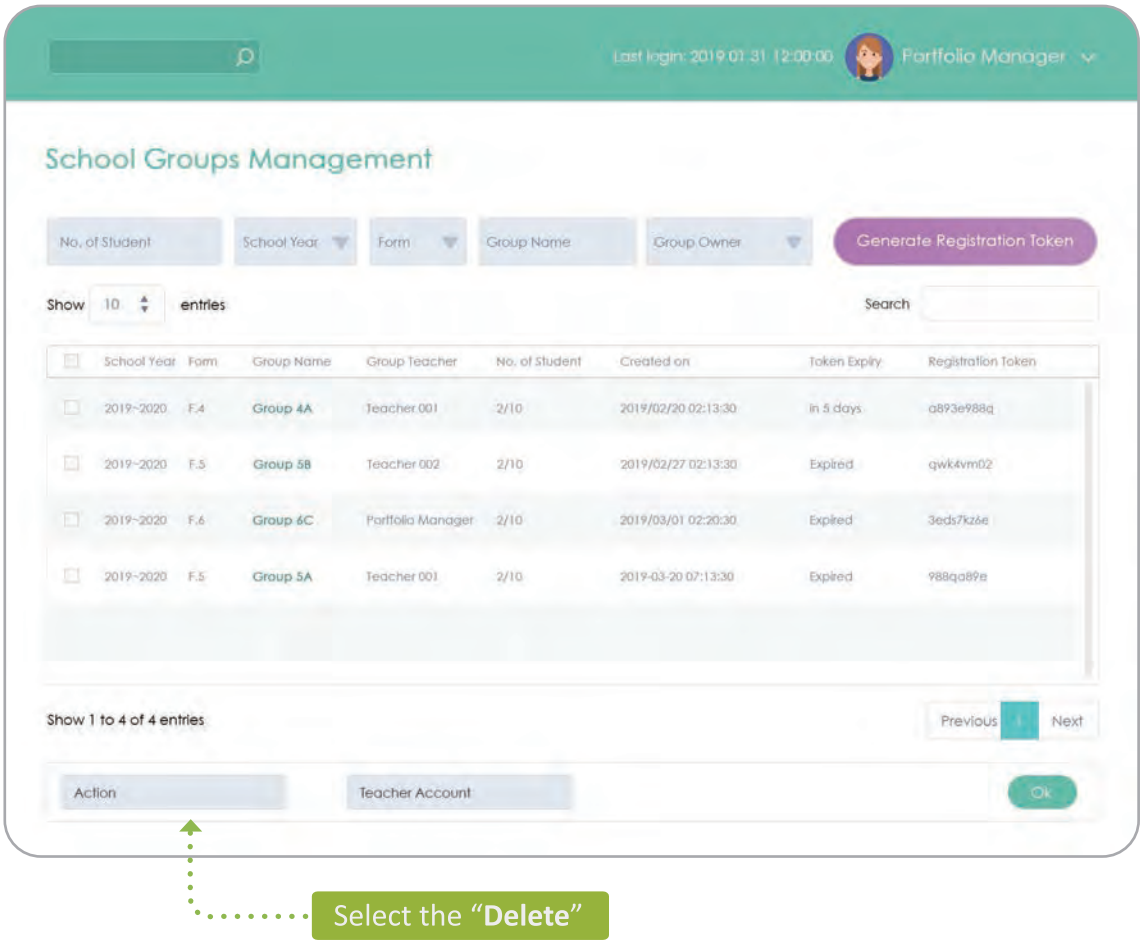
When portfolio manager decides a group will never use again, portfolio manager can delete it permanently. Teachers can delete their own groups only, but portfolio manager can delete all groups.

## Steps Delete a User(s) Group

1. Go to https://portfolio.lifeplanning.edb.gov.hk/ and click Sign In.
2. In the left sidebar menu, select "**School Groups Management**".
3. Tick the "**Check Box**" next to the group you want to delete.
4. At the bottom, click "**Action**" and select "**Delete**" in the action drop-down box.
5. Click the "**OK**" button.

Note 1: Once a group is deleted from the platform, it cannot be retrieved. The student report will no longer be available for download or review.

Note 2: In case there are students remained in deleted group, the students will be removed to "**(no group)**". Portfolio manager can move the students to other groups in school. Please refer to P. 28 – 29 for details.

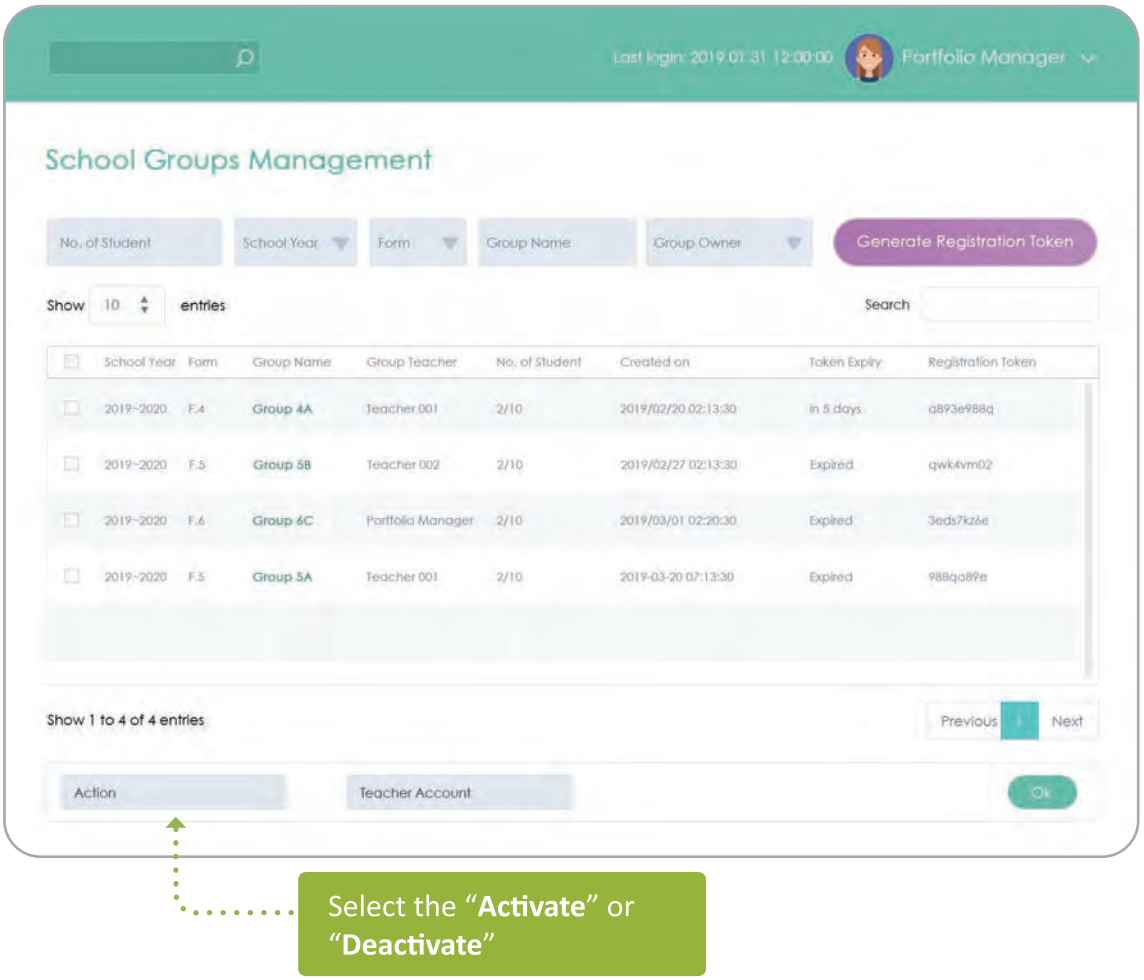


# Activate / Deactivate the Registration Token

After the group is created. Portfolio manager can deactivate the registration token at any time. To invite the student to a group, portfolio manager can activate the group's registration token.

## Steps Activate / deactivate the registration token

1. Go to https://portfolio.lifeplanning.edb.gov.hk/ and click Sign In.
2. In the left sidebar menu, select "School Groups Management".
3. Tick the "**Check Box**" next to the group you want to activate or deactivate.
4. At the bottom, click "**Action**" and select "**Activate**" or "**Deactivate**" in the action drop-down box.
5. Click the "**OK**" button.

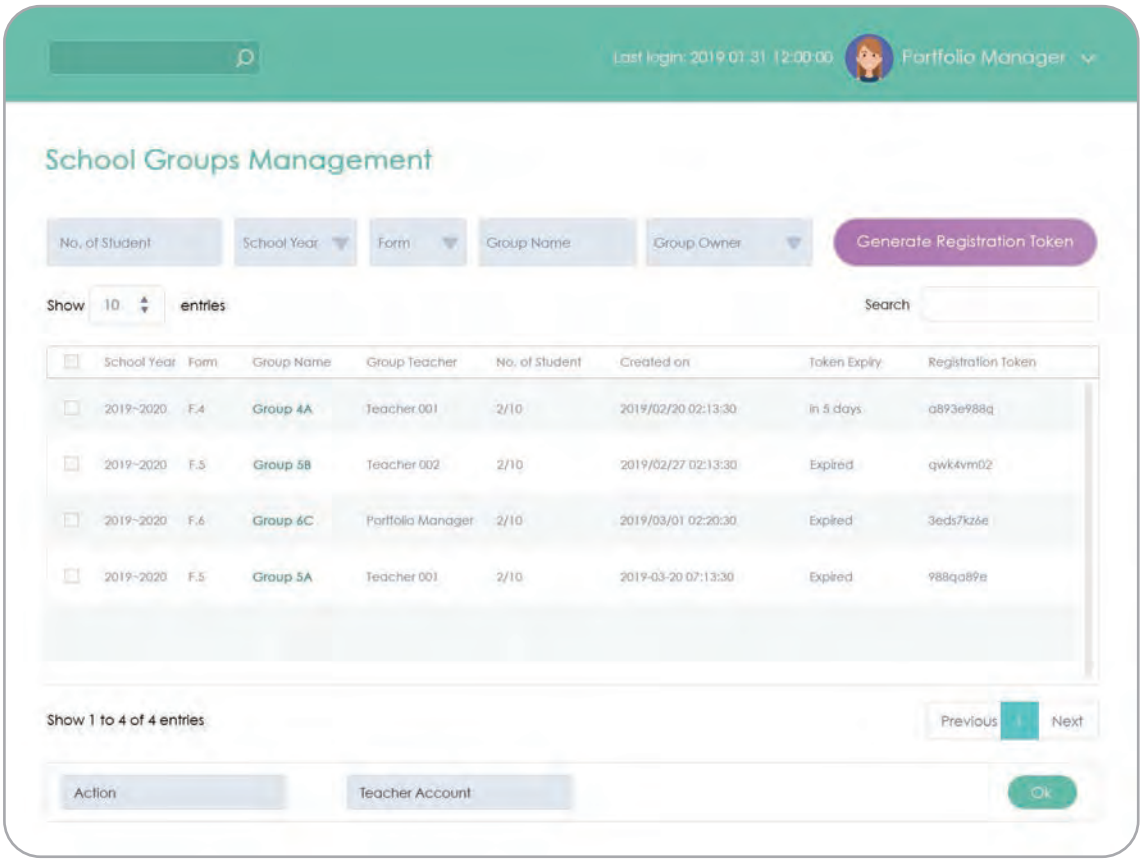


# Transfer Student to Different Groups

If a student moves to another class or school, portfolio manager can transfer the student from one group to another. Portfolio manager manage students by moving students within all groups in school.

## Step 1 Login to Portfolio Manager Account

1. Login to portfolio manager account.
2. In the left sidebar menu, select "**School Groups Management**".

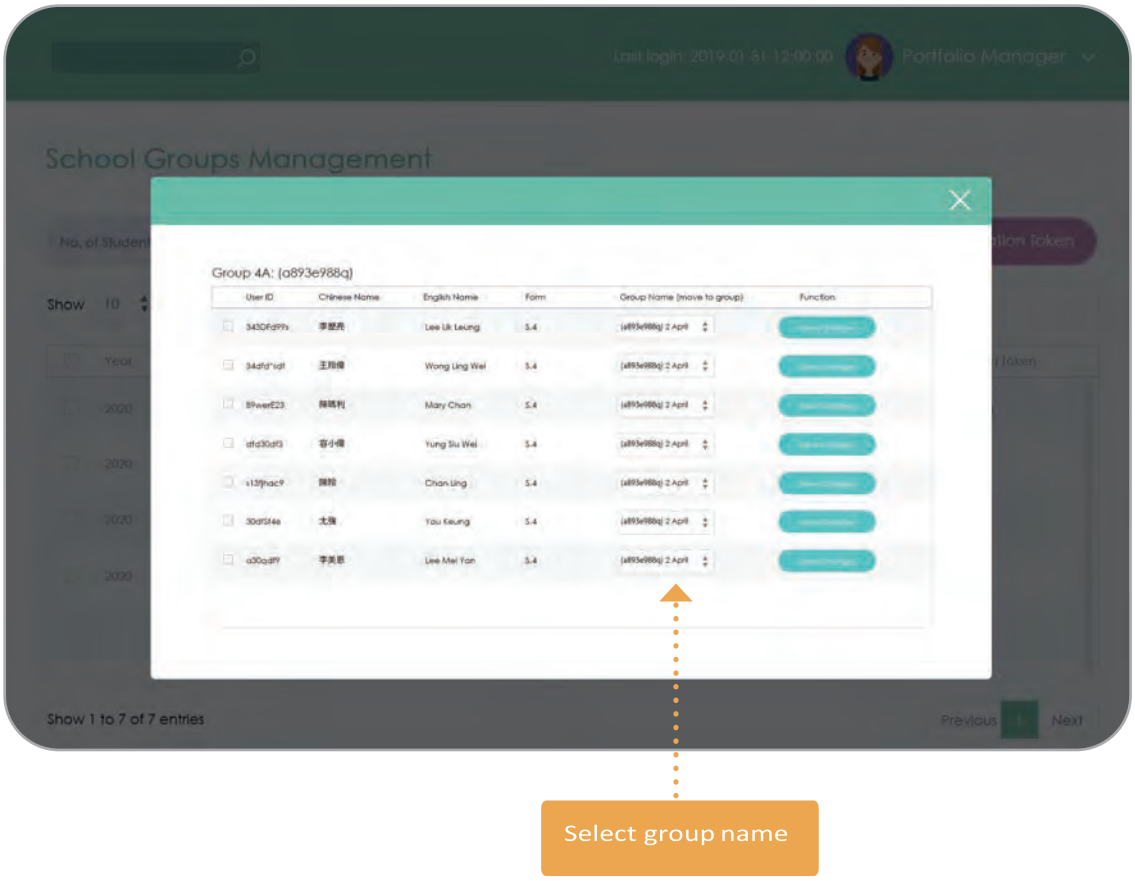


## Step 2 Transfer Student to Different Groups

1. Click on the "**Group Name**".
2. A pop-up window will show the user(s) details.
3. Choose the user(s) you want to move to the new group.
4. Select the "**Group**" you want to move to.
5. Click the "**Save Changes**" button.

Note 1: If a student quits school, portfolio manager can remove the student from school by selecting the "**(Student Left School)**" in drop-down menu. Portfolio manager /teacher can no longer review reports of the student.

Note 2: After the student is removed from school, the student can still login ***My Life Planning Portfolio*** and review his/her report.



# Example for same school class promotion

In September 2021, teacher/portfolio manager generates new Token by creating a new group (Group5B) for whole Class 5B. Below are the procedures for student (user1) to promote from Class 4B to Class 5B.

**School A** (teacher/portfolio manager) generates new Token by creating a new group (Group5B). Please refer to P.22-23 for generating new Token.

↓

**Student (user1)** login to ***My Life Planning Portfolio***.

↓

**Student (user1)** go to My Account to enter the Token (Group5B).

↓

**Student (user1)** logout the account and login again.

↓

**Student (user1)** move from Group 4B to Group 5B accordingly.

# Example for student change class in the same school year

Student (user1) joined Class 5B in September. In December, the student change to Class 5A. Below are the procedures for student (user1) to change from Class 5B to Class 5A.

**School A** (teacher/portfolio manager) activate the Token (Group5A). Please refer to P.27 for activating the Token.

↓

**Student (user1)** login to ***My Life Planning Portfolio***.

↓

**Student (user1)** go to My Account to enter the Token (Group5B).

↓

**Student (user1)** logout the account and login again.

↓

**Student (user1)** move from Group 4B to Group 5B accordingly.

# Example for student transfer from School A to School B

Student (user 1) already create account in school A and the student was transferred to school B. Below are the procedures for student (user1) to change from school A to Class 6C of school B.

**School B** (teacher/portfolio manager) create new group (Group6C) with new Token. Please refer to P.22-23 for generating new Token.

↓

**Student (user1)** login to ***My Life Planning Portfolio***.

↓

**Student (user1)** go to My Account to enter the Token (Group6C).

↓

**Student (user1)** logout the account and login again.

↓

**Student (user1)** move from School A to School B accordingly.

# TYPE OF REPORTS

Portfolio manager can view all student reports in one place. Portfolio manager can download and review the reports across all groups in school. Reports in Chinese and English are available: BIM, CII, CAAS, CDDQ and Footprints Report.

Please note that:

(a) Each assessment shall, in one single sitting, take about 15-30 minutes to complete.

(b) To facilitate guidance and life planning in school, teachers can access the assessment results. Students could be in touch with teachers for more in-depth review of their assessment results.

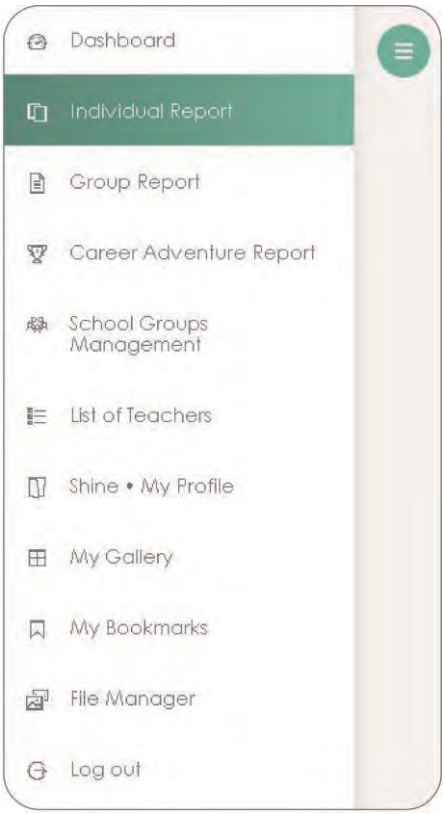
(c) Students should be reminded to consult and obtain consent from third parties (their parents in this case) before answering Questions (6) and (7) in Section 1 of the Background Survey.

(d) It is suggested that students should not take more than 1 time of each assessment in secondary education.

## Individual Report

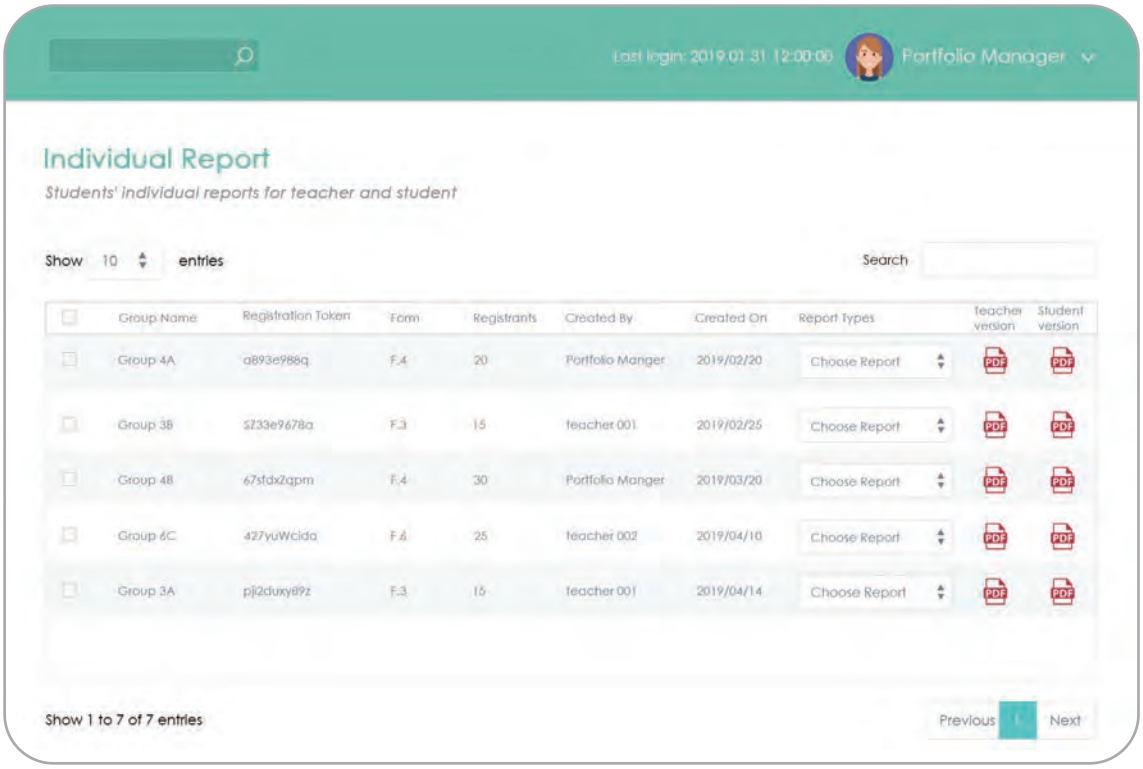
### Step 1 Login to Portfolio Manager Account

1. Login to portfolio manager account.
2. In the left sidebar menu, select "**Individual Report**".



## Step 2 Select the Report to Download

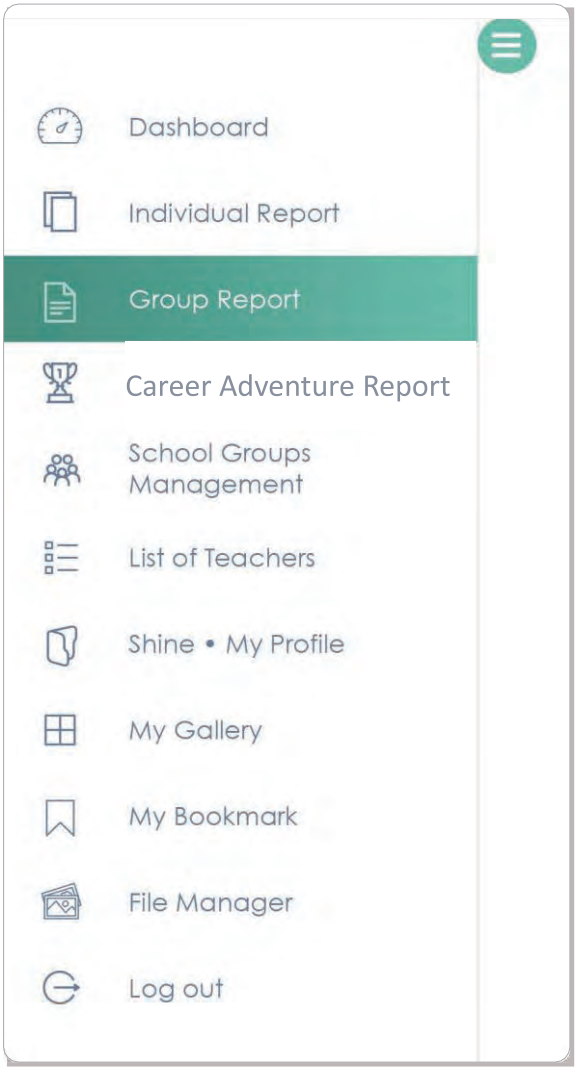
1. In "**Choose Report**", select the report type.
2. Click the "**PDF**" icon to download the report.



# Group Report

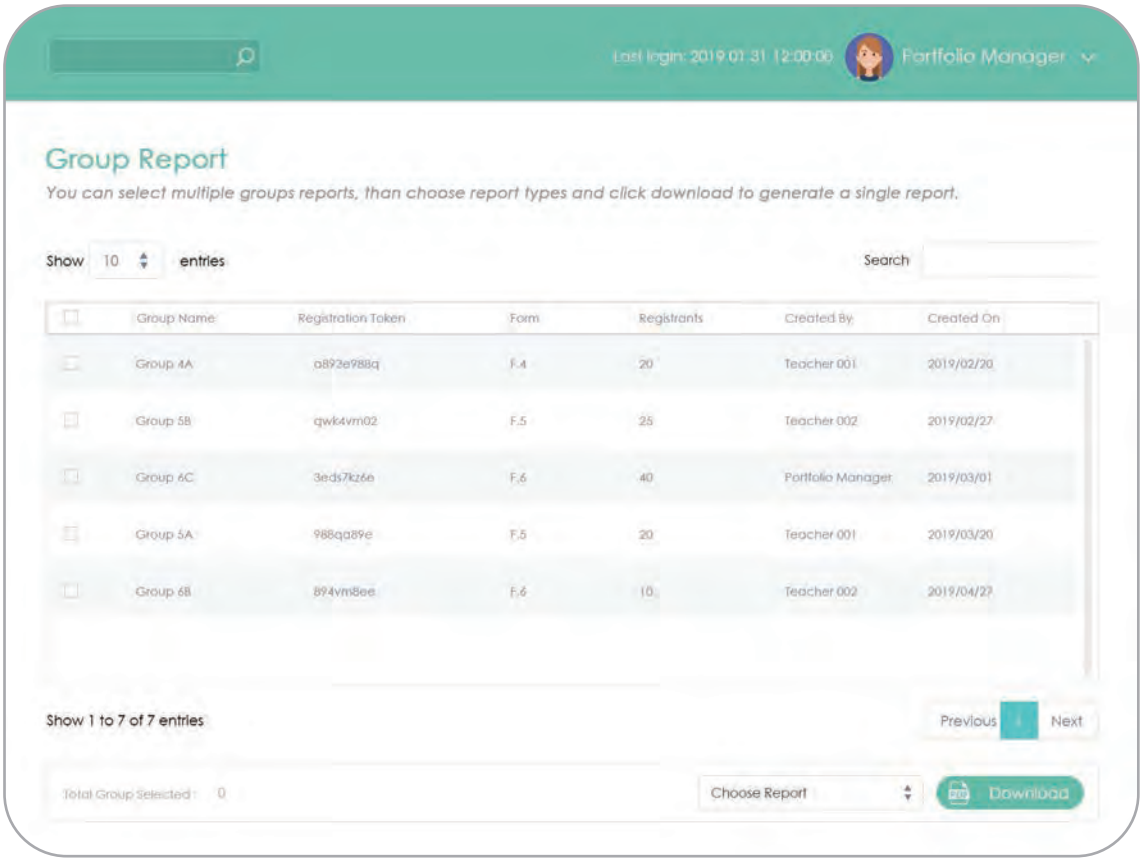
## Step 1 Login to Portfolio Manager Account

1. Login to portfolio manager account.
2. In the sidebar menu, select "**Group Report**".



## Step 2 Select the Report to Download

1. Select the group name and tick the "**Check Box**".
2. In "**Choose Report**", select the report type.
3. Click the "**Download**" button to download the report.

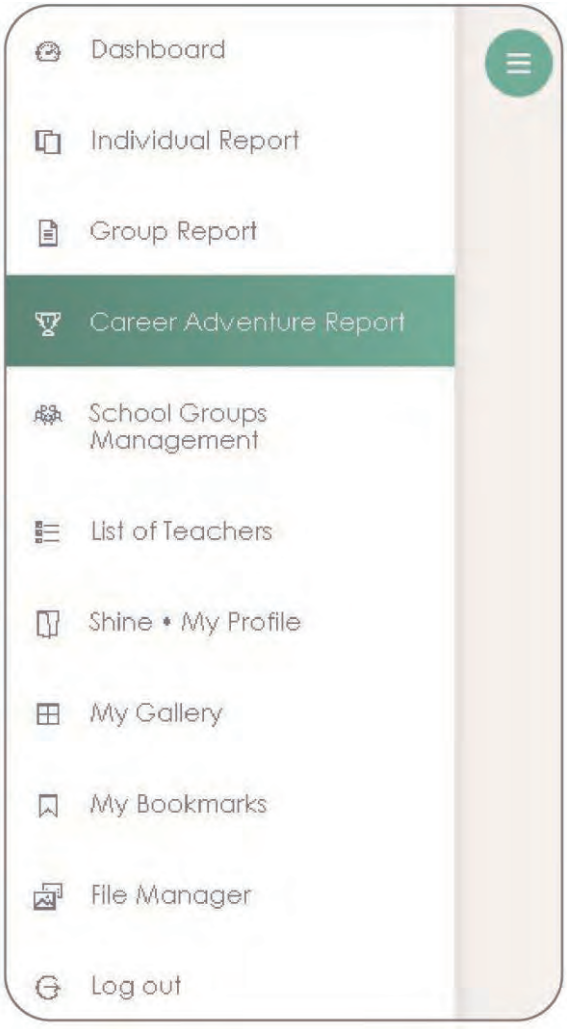


# Career Adventure Report

Portfolio manager and teacher can see how many times a student has submitted a Career Adventure Report. They can also give their students personalized feedback in the Career Adventure Report.

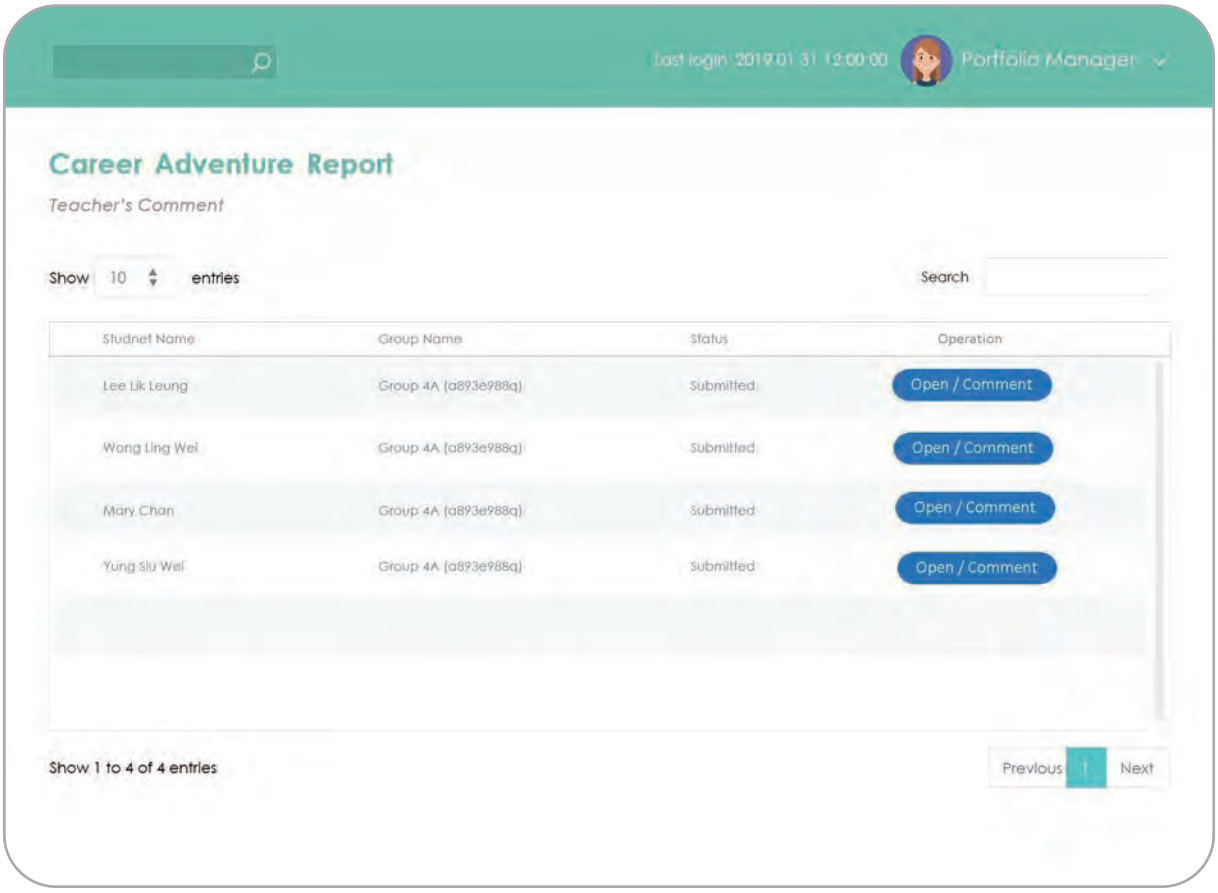
## Step 1 Login to Portfolio Manager Account

1. Login to portfolio manager account.
2. In the sidebar menu, select "**Career Adventure Report**".



## Step 2 View Student Career Adventure Report

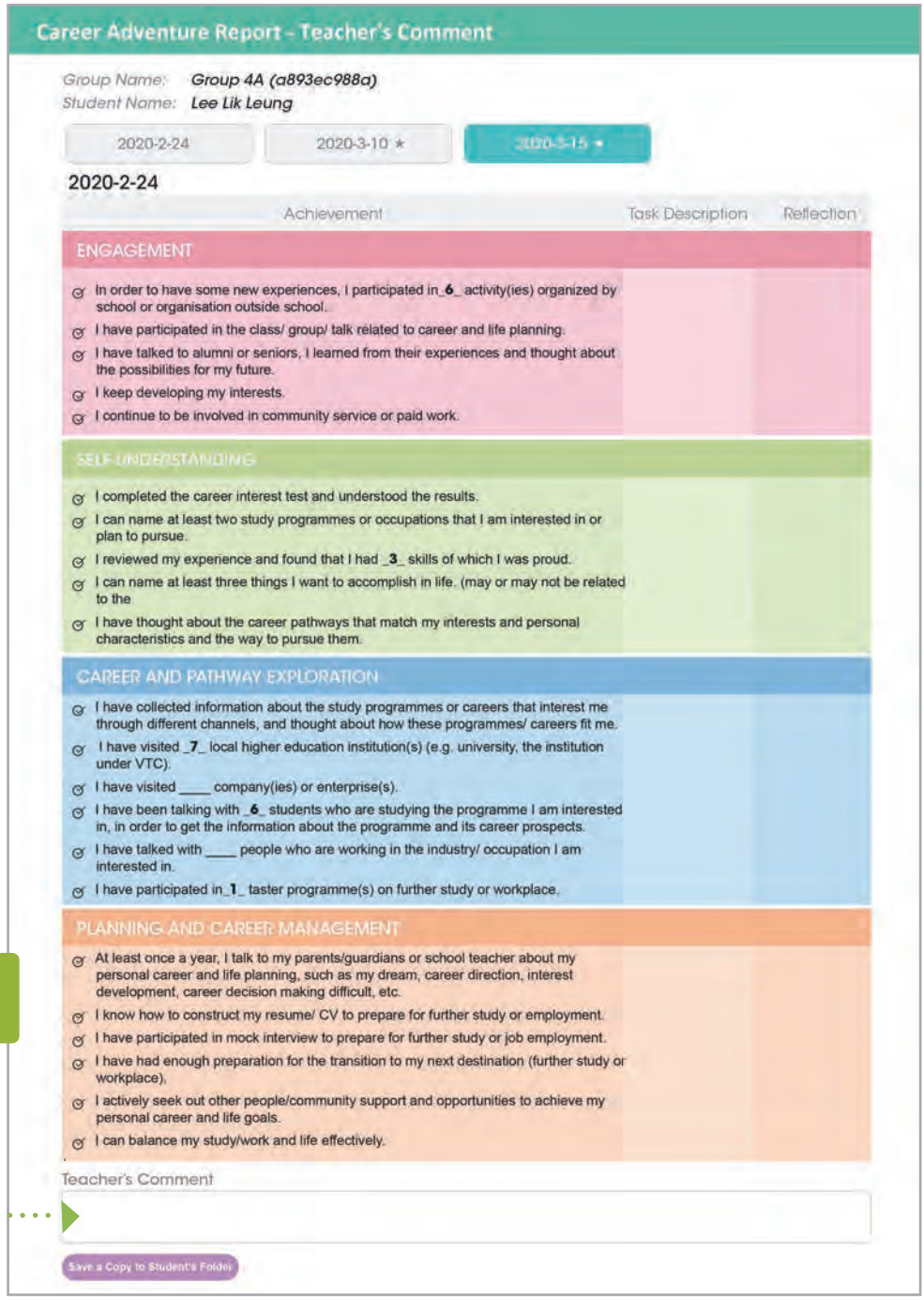
1. The table shows all student's Career Adventure Report.
2. Select the student name and click the "**Open/Comment**" button.
3. Student's Career Adventure Report will be shown in the pop up box.



## Step 3 Add Teacher's Comment

1. Select the student name and click the "**Open/Comment**" button.
2. Select the one with the latest date and "Star" at the top.
3. At the bottom, enter your comment.
4. Click "**Save a Copy to Student's Folder**".

Note: The student can find teacher's comment in the new Career Adventure Report saved in File Manager of student's account.




Add "**Teacher's Comment**"

# Professional Development Program

## Step 1 Login to Portfolio Manager Account

1. Login to portfolio manager account.
2. In the dashboard, select "**Professional Development Program**".




In this program, practitioners will learn basic concepts and theories of the following area/dimensions:

- Dimension A: conceptual foundation of career and life planning
- Dimension B: career and life planning curriculum and experiential learning
- Dimension C: Career Counselling, Individual Planning and Coaching
- Dimension D: Workplace Learning, Community Capacity Building, and Life-long Career Development

Each dimension is made of four to five objectives with videos for the presentation of key concepts.

Course participants will need to finish five multiple choice questions (MCQs) as assessment for each objective. An extended learning component is followed after the completion of all objectives and their relevant assessments.

There will be at least one video of good practice sharing for each dimension. Practitioners are encouraged to put theories to practice in their working context.



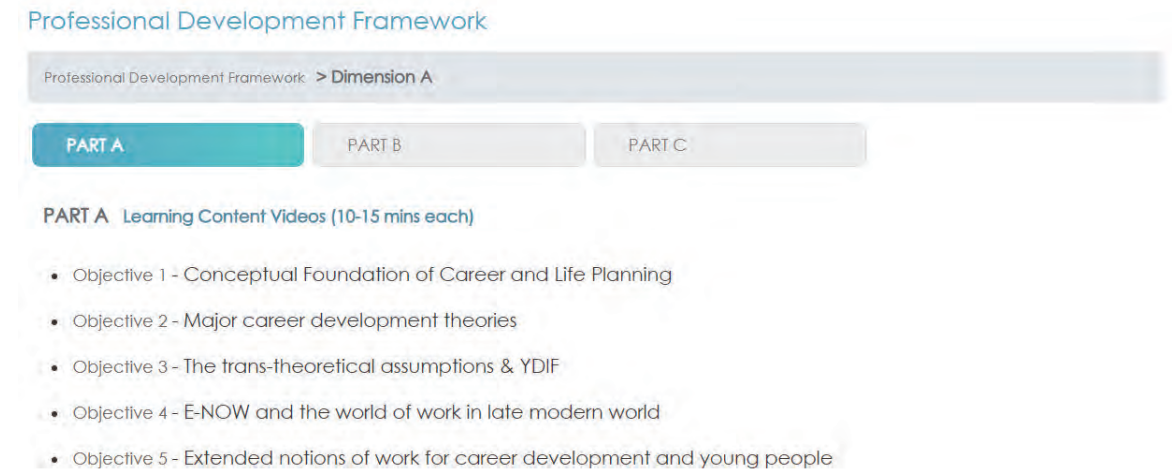
## Step 2 View materials of the course

1. Select particular "**Dimension**".
2. Select particular "**Part**".

   **Part A is Presentation of Key Concepts.**

   **Part B is School Sharing.**

   **Part C is Resources.**




3. Play the videos in "**Part A or B**". In "**Part A**", you can have assessment by clicking "**Go to assessment**".



# Assessment Samples

## Professional Development Program

Professional Development Framework > Dimension A > Objective 1 > **Part A - Objective One**

### Part A - Objective One

1. Which of the following statement is not true?

- A. A calling is the thing you should "listen for" that constructs the meanings for individuals in their life work and create differences to other people.
- B. Vocation means calling.
- C. Career has a metaphorical meaning which means "road for means of transportation".
- D. Occupation refers to any full-time and part-time employment.

2. The term _____ refers to a journey that lasts your whole life. As you work, you build attitudes, values, skills, knowledge, and experiences.

- A. job
- B. occupation
- C. career
- D. work

3. The word _____ is oriented from Latin which has the meaning of "calling"

- A. Career
- B. Job
- C. Occupation
- D. vocation

4. Which of the following statement about work fulfillment is not true?

- A. Work as an individual's public and personal identity.
- B. Work as occupying time
- C. Work as social contribution
- D. Work as an aid to mental health

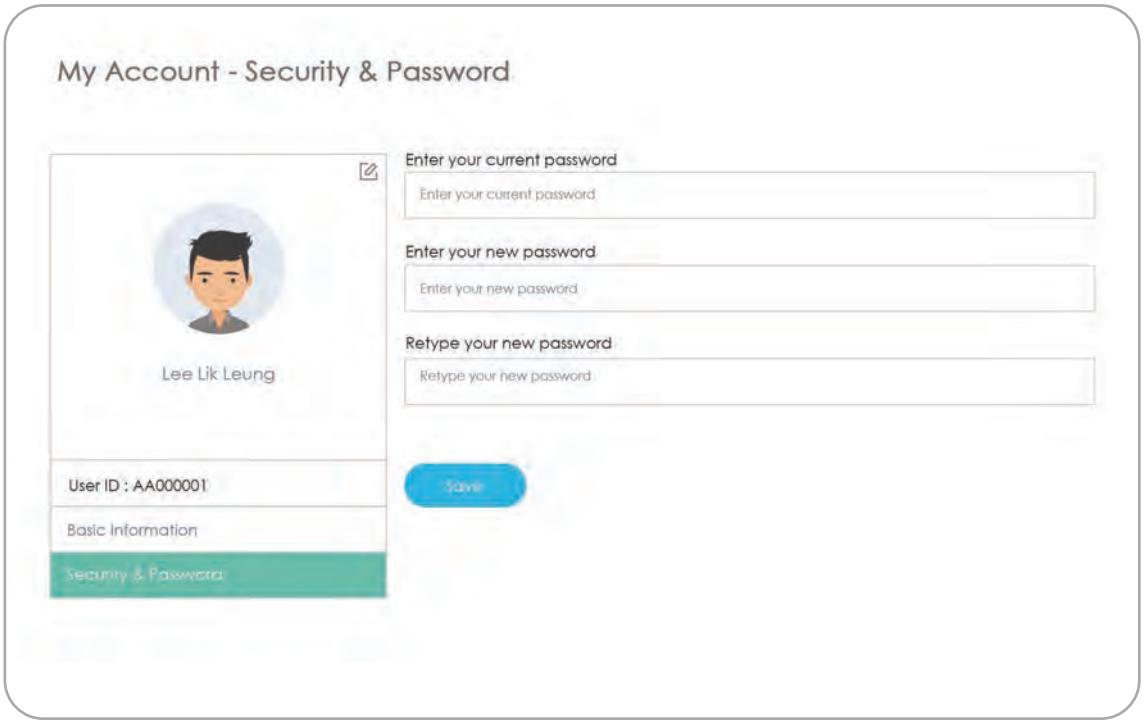
5. Which of the following question belongs to level 2(self-actualization) of Maslow's hierarchy of needs?

- A. What is the meaning of my work?
- B. Does my work match with my interest?
- C. How can I earn my living?
- D. None of the above.

Submit Export

# Security & Password

You can change your password for security reasons.




## Change Your Password

1. Open your ***My Life Planning Portfolio*** account. You might need to sign in.
2. Under "**Security & Password**".
3. Enter your current password.
4. Enter your new password, then click "**Save**".

Remark 1: Last 3 passwords cannot be reused.

2: You will be requested to change your password every 365 days. It is suggested that you change your password in the beginning of every school year.

3: Password that contains username and email alias cannot be used as password.

# INTRODUCTION OF TEACHER ACCOUNT

# TEACHER ACCOUNT ROLE

As a teacher, you can create a group for each class you teach. When you create a group, a student registration token is auto-generated.To enrol students in your group, you need to give them the registration token to join.

Besides, verified teacher can keep track of their student's progress through online access to the student's report, e.g. group, individual, footprint and Career Adventure Reports.

Method 1:
The teacher can apply for an account online and an email for verification will be sent to the teacher. Portfolio manager will then receive the teacher's application, and will need to approve the account.

Method 2:
Portfolio manager can create teacher account directly. An email will be sent to the concerned teacher for verification.The account will then be activated after the approval from portfolio manager.

*The above procedures ensure the highest level of security being attained.

# Steps to Create Teacher Account

## Step 1 Teacher Self-registration

1.Go to https://portfolio.lifeplanning.edb.gov.hk.

2.At the top right corner of the screen, tap the Sign up icon and select "**School User**".

3.You are required to read the Terms of Use.

4.Please tick the "**Check Box**" to agree.

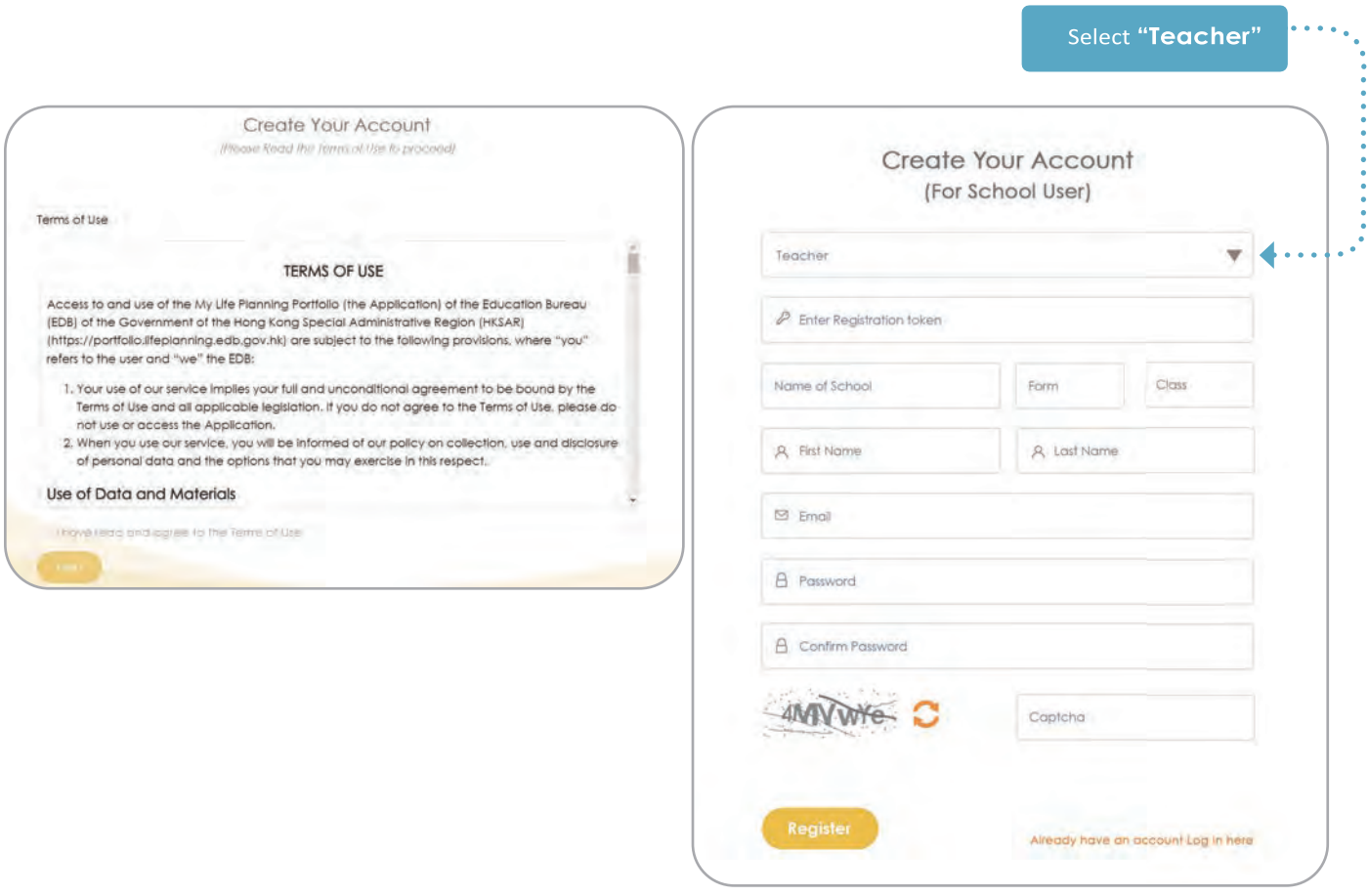
5.Click "**Next**" button.

6.Fill out the registration form *(Select "Teacher" as type of school user)*.

7.Click the "**Register**" button.

8.Portfolio manager will approve your request, and a confirmation email will be sent to your email box.

9.Check your confirmation email and follow the steps to proceed.

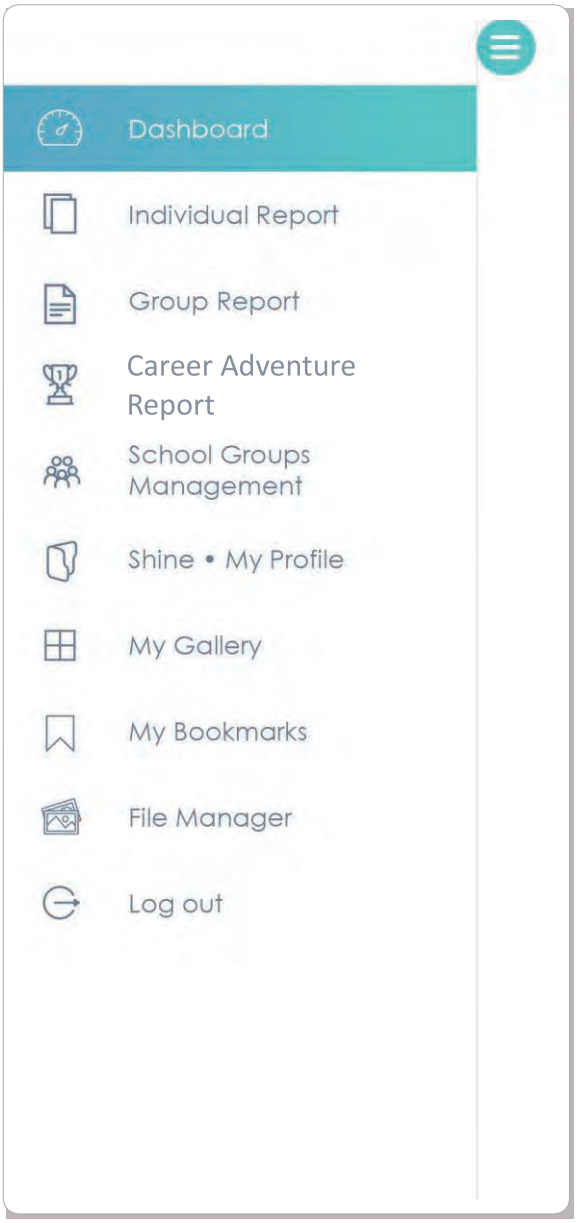


# NAVIGATION MENU

The menu panel on the left-hand side of the screen is the main navigation of teacher account. Teacher account mainly manage student accounts and view the group and individual reports.

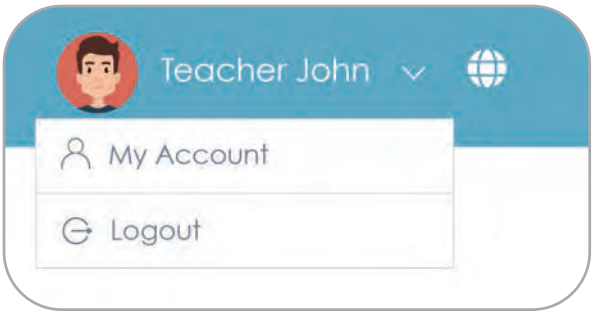
## Left Sidebar Menu

- Dashboard
- Individual Report
- Group Report
- Career Adventure Report
- School Groups Management
- Shine • My Profile
- My Gallery
- My Bookmarks
- File Manager
- Log out



# Account Menu

1. The account menu is located in the top-right corner of your screen.
2. Click "**My Account**".
3. You can update your account information, change password and set your preferences.
4. Click "**Save**" settings.




# Language Menu

You can change the language of ***My Life Planning Portfolio*** interface at any time.

1. Click the top "**Language Icon**" to select language.
2. Select language from the drop-down menu.



# DASHBOARD


Career Information
My E-lesson
Professional Development Program
Total no. of users
56
Completed CII assessment
24
Completed BIM assessment
22
Year: 2020/21
Group Name: 2020_I1
Gender: All
Year: 2020/21
Group Name: 2020_I1
Gender: Male
Year: 2020/21
Group Name: 2020_PO1
Gender: All
Year: 2020/21
Group Name: All
Gender: All
Results of BIM
Year: 2020 Group Name: 2020_I1 (MF)
Year: 2020 Group Name: 2020_I1 (M)
Year: 2020 Group Name: 2020_PO1 (MF)
Human relations management
Protective
Personal service
Creative writing
Business
Religious activities
Family activity
Professional advising
Engineering
Outdoor Agriculture
Skilled trades
Technical writing
Politics
Teaching
Mathematics
Law
Physical science
Life science
Social service
Social sciences
Management
Creative Arts
Performing Arts
Finance
Information technology
Office work
Medical service
Sales
Manual labor
Athletic coaching
Physical/Risk taking
Comparions of CDDQ
Comparions of CAAS
Career Interest Inventory (CII)
Priorities - Plan Your Time
9月 2020
Activities

The dashboard shows the resulting information of **Career Interest Inventory (CII), Basic Interest Marker (BIM)**' **Career Decision-Making Difficulties Questionnaire (CDDQ)** and **Career Adaptability Scale (CAAS)** to the Teacher.

## Steps Look at the resulting information with specific criteria

1. Select required "Year", "Group Name", "Gender" and click "+" (Multiple criteria can be selected).
2. Unwanted information can be removed by clicking "-".
3. To switch resulting information of **Career Interest Inventory (CII), Basic Interest Marker (BIM)**' **Career Decision-Making Difficulties Questionnaire (CDDQ)** and **Career Adaptability Scale (CAAS)** by clicking "  "

### Career Information

Information about different career pathways.

### My E-lesson

This provides a rich online learning material and resources for teachers. Also, teachers may assign after-class exercises to students to ensure that they can process what they have learned in lessons.

### My Work Values Game

This Work Values Game helps young people to identify values and beliefs that are most important to them in choosing their career & life pathways.

### Professional Development Program

Professional Development Program (PDP) allows teachers to have self-autonomous learning of key concepts in Career and Life Planning and its application, through video clips including teachers' sharing videos.

### Career Interest inventory (CII)

Career Interest inventory graph shows the comparison of students' Holland Code within the school.

### Basic Interest Marker (BIM)

Basic Interest Makes (BIM) graph shows the BIM results.

### Career Decision-Making Difficulties Questionnaire (CDDQ)

Career Decision-Making Difficulties Questionnaire (CDDQ) graph shows the score comparisons of CDDQ within the school.

### Career Adaptability Scale (CAAS)

Career Adaptability Scare (CAAS) graph shows the scores comparisons of CAAS within the school.

### Priorities - Plan Your Time

Calendar is designed for users to easily add and remove events related to career and life planning. You can schedule upcoming activities to participate, so you always know what's next.

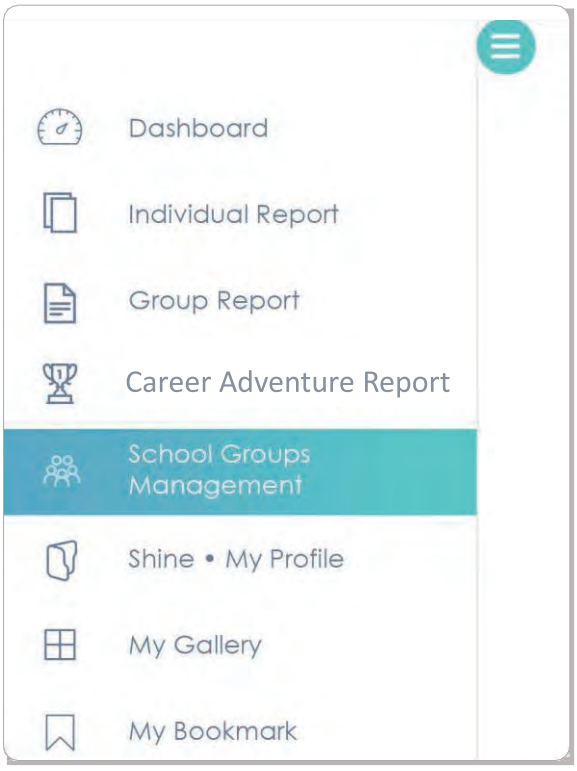
# GENERATE STUDENT REGISTRATION TOKEN

As a teacher, you can create a group(s) for each class you teach. Teachers can only access the group(s) created by themselves. When creating group(s), student registration token will be auto-generated. The teacher can give the token to the students to register account and use the token to enrol in your group(s).The token is unique and different each time.

## Create Group and Generate Registration Token

### Step 1 Login to Teacher Account

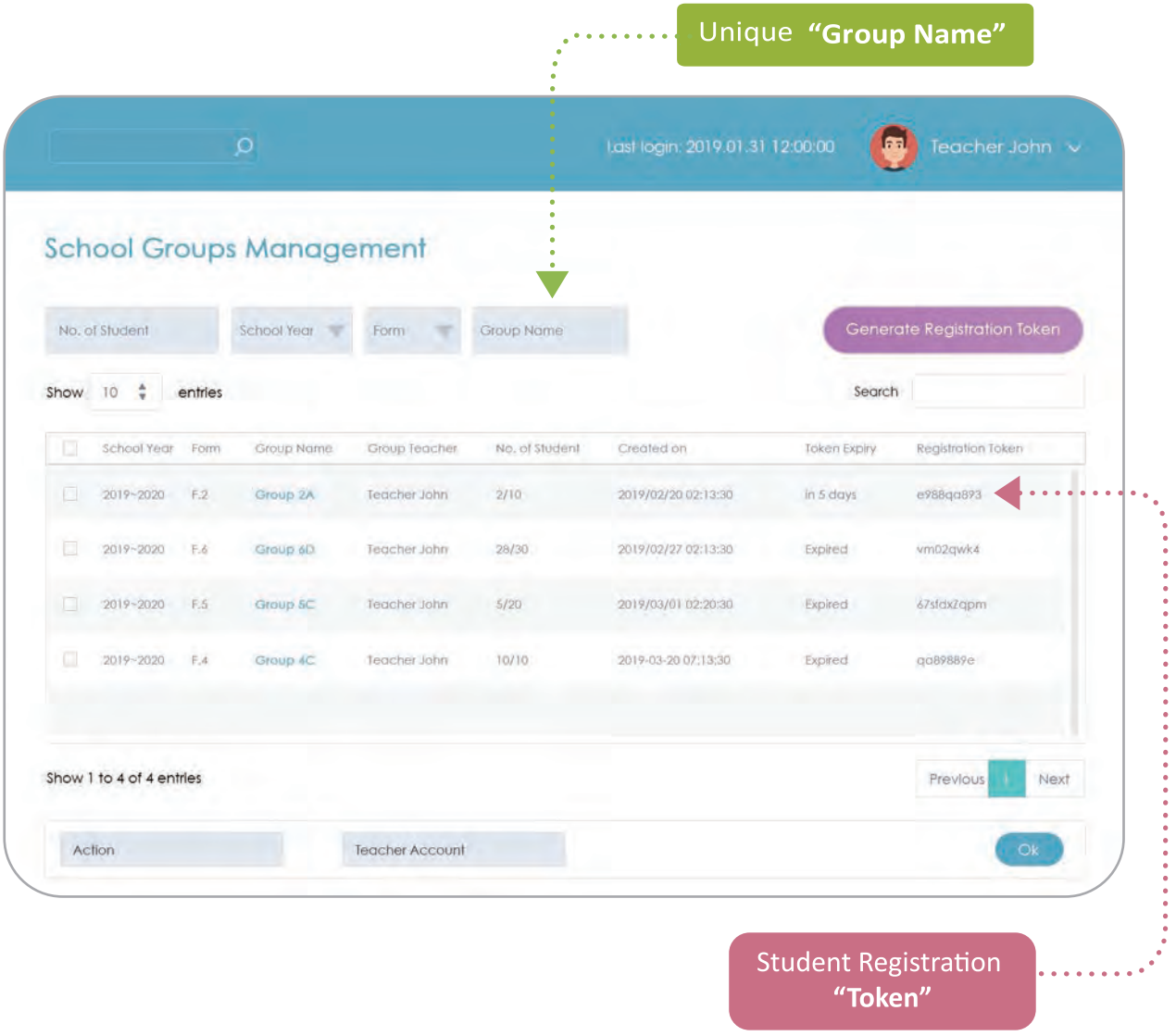
1. Login to teacher account.
2. In the left sidebar menu, select "**School Groups Management**"



## Step 2 Generate Registration Token for Students

1. Fill in all required fields.
2. Click the "**Generate Registration Token**" button.
3. By default, the registration token will expire **in 7 days**.

Note: School Year means the period each year when the school is open and people are studying. School year starts on the 1st of September and will end on the 31st of August.



# SCHOOL GROUPS MANAGEMENT

The teacher can access the group(s) created by themselves. In school groups management, it allows teachers to reassign, delete, activate or deactivate their own group(s).

# Transfer ownership of a group

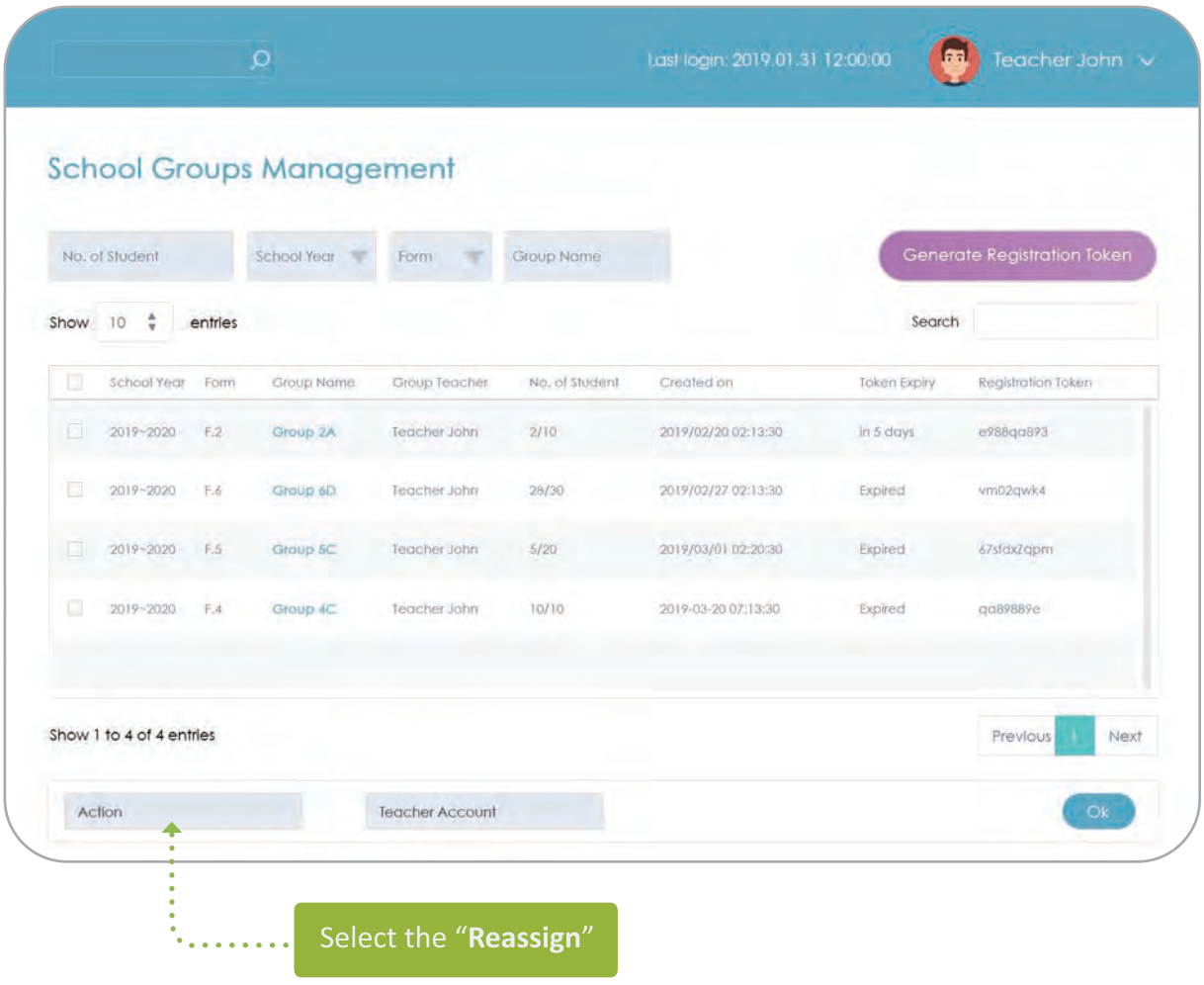
If a teacher is leaving the school or changing the classes they teach, existing teacher user can transfer their group(s) to another teacher.

When teacher transfers their ownership, the new teacher doesn't need to accept the transfer when it occur.

## Steps Transfer your group to another teachers

1. Go to https://portfolio.lifeplanning.edb.gov.hk and click Sign In.
2. In the sidebar menu, select "**School Groups Management**".
3. Tick the "**Check Box**" next to the group you want to transfer to another teacher.
4. At the bottom, click "**Action**" and select "**Reassign**" in the action drop-down box.
5. In the "**Teacher Account**", select the teacher's name and click the "**OK**" button.

Note: You cannot access the group after transferring its ownership to other teachers.



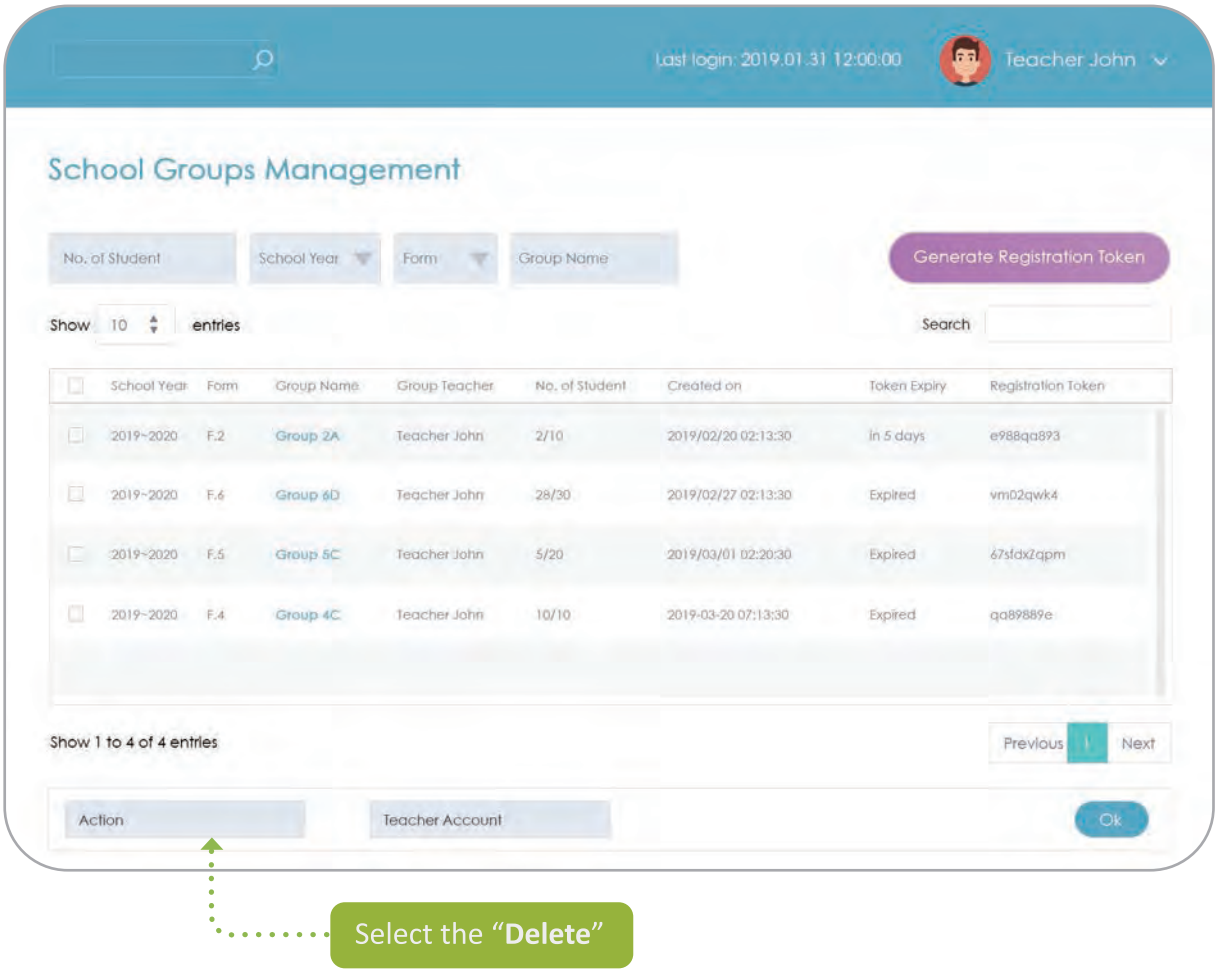
# Delete a User(s) Group

## Steps Delete a User(s) Group

1. Go to https://portfolio.lifeplanning.edb.gov.hk/ and click Sign In.
2. In the left sidebar menu, select "**School Groups Management**".
3. Tick the "**Check Box**" next to the group you want to delete.
4. At the bottom, click "**Action**" and select "**Delete**" in the action drop-down box.
5. Click the "**OK**" button.

Note 1: Once a group is deleted from the platform, it cannot be retrieved. The student report will no longer be available for download or review.

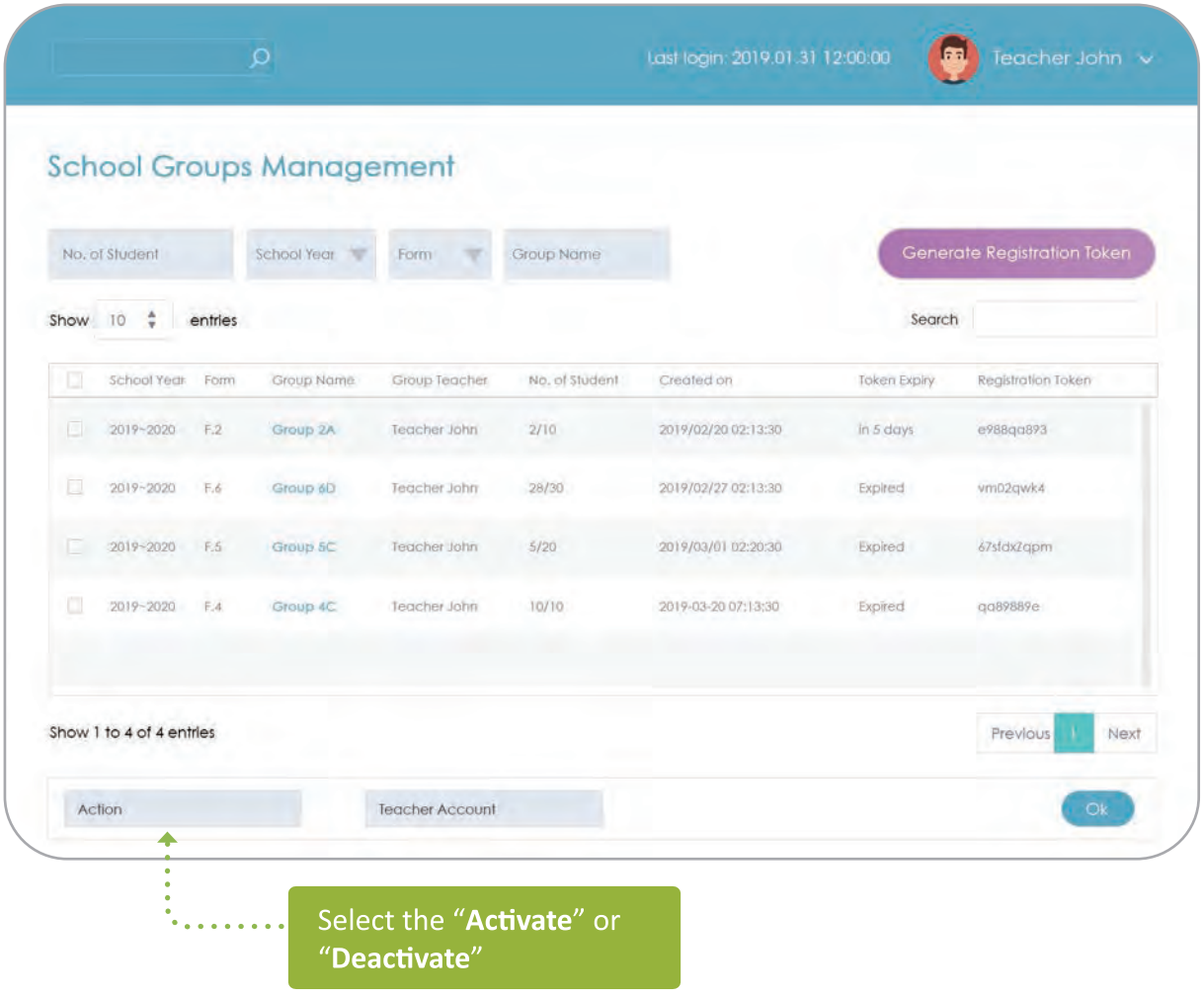
Note 2: In case there are students remained in the deleted group, the students will be removed to "**(no group)**". Teacher can move the students to other groups in school. Please refer to P. 57 – 58 for details.



# Activate / Deactivate the Registration Token

## Steps Activate / deactivate the registration token

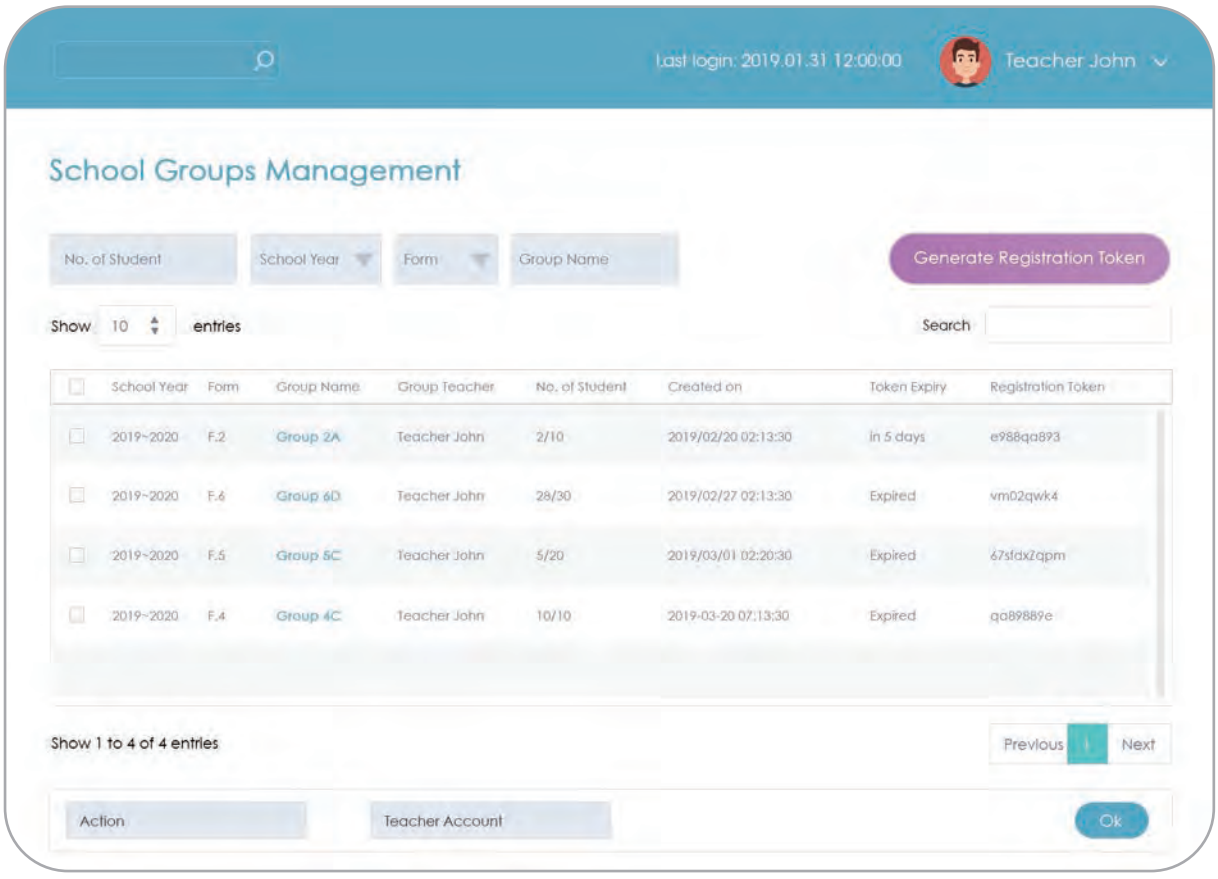
1. Go to https://portfolio.lifeplanning.edb.gov.hk/ and click Sign In.
2. In the left sidebar menu, select "**School Groups Management**".
3. Tick the "**Check Box**" next to the group you want to activate or deactivate.
4. At the bottom, click "**Action**" and select "**Activate**" or "**Deactivate**" in the action drop-down box.
5. Click the "**OK**" button.



# Move User(s) to Different Groups

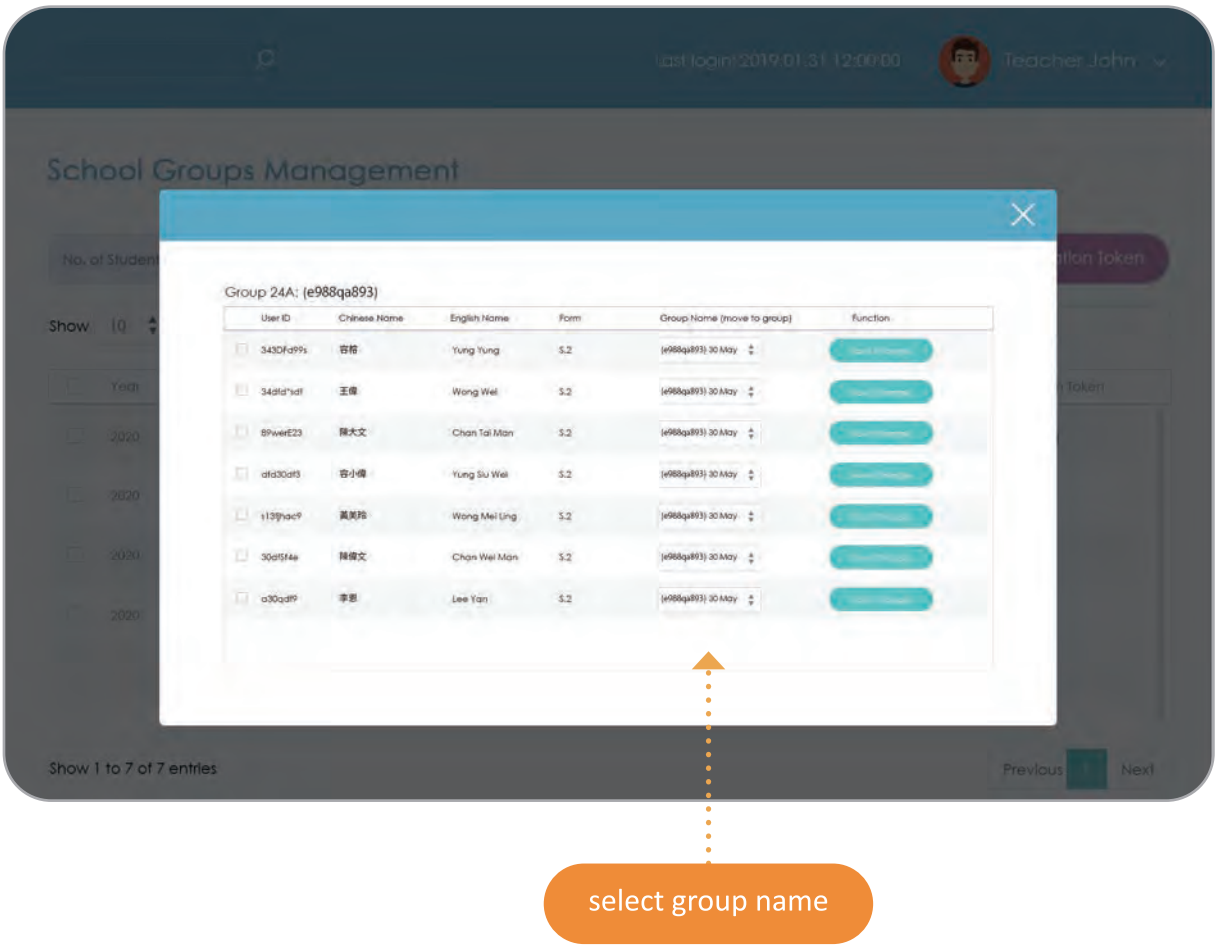
## Step 1 Login to Teacher Account

1. Login to teacher account.
2. In the left sidebar menu, select "**School Groups Management**".



## Steps Move User(s) to Different Groups

1. Click the "**Group Name**".
2. A pop-up window will show the user(s) details.
3. Choose the user(s) you want to move to the new group.
4. Select the "**Group**" you want to move to.
5. Click the "**Save Changes**" button.



# Example for same school class promotion

In September 2021, teacher/portfolio manager generates new Token by creating a new group (Group5B) for whole Class 5B. Below are the procedures for student (user1) to promote from Class 4B to Class 5B.

**School A** (teacher/portfolio manager) generates new Token by creating a new group (Group5B). Please refer to P.51-52 for generating new Token.

↓

**Student (user1)** login to ***My Life Planning Portfolio***.

↓

**Student (user1)** go to My Account to enter the Token (Group5B).

↓

**Student (user1)** logout the account and login again.

↓

**Student (user1)** move from Group 4B to Group 5B accordingly.

# Example for student change class in the same school year

Student (user1) joined Class 5B in September. In December, the student change to Class 5A. Below are the procedures for student (user1) to change from Class 5B to Class 5A.

**School A** (teacher/portfolio manager) activate the Token (Group5A). Please refer to P.56 for activating the Token.

↓

**Student (user1)** login to ***My Life Planning Portfolio***.

↓

**Student (user1)** go to My Account to enter the Token (Group5B).

↓

**Student (user1)** logout the account and login again.

↓

**Student (user1)** move from Group 4B to Group 5B accordingly.

# Example for student transfer from School A to School B

Student (user 1) already create account in school A and the student was transferred to school B. Below are the procedures for student (user1) to change from school A to Class 6C of school B.

**School B** (teacher/portfolio manager) create new group (Group6C) with new Token. Please refer to P.51-52 for generating new Token.



**Student (user1)** login to ***My Life Planning Portfolio***.



**Student (user1)** go to My Account to enter the Token (Group6C).



**Student (user1)** logout the account and login again.



**Student (user1)** move from School A to School B accordingly.

# TYPES OF REPORT

Teachers can download and review the career assessment reports, both teacher version (summary of the full report) and student version (full report of career assessment). Reports in Chinese and English are available: BIM, CII, CAAS, CDDQ and Footprints Report.

Please note that:

(a) Each assessment shall, in one single sitting, take about 15-30 minutes to complete.

(b) To facilitate guidance and life planning in school, teachers can access the assessment results. Students could be in touch with teachers for more in-depth review of their assessment results.

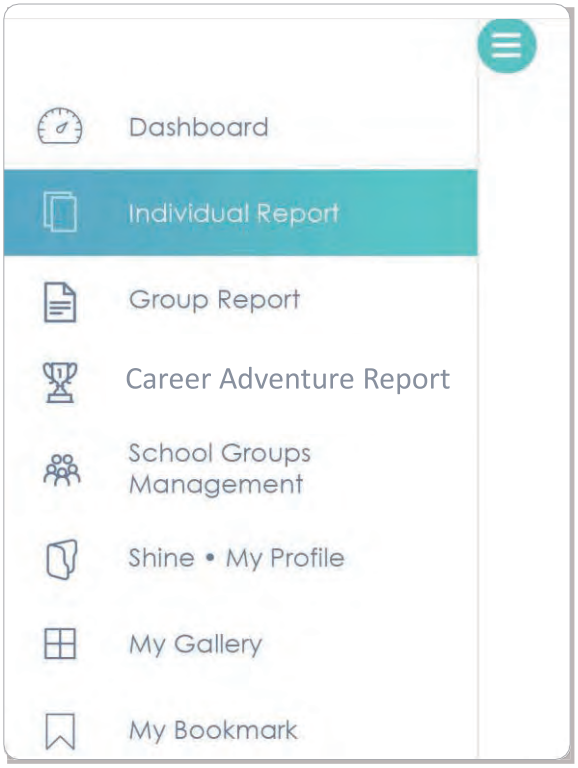
(c) Students should be reminded to consult and obtain consent from third parties (their parents in this case) before answering Questions (6) and (7) in Section 1 of the Background Survey.

(d) It is suggested that students should not take more than 1 time of each assessment in secondary education.

## Individual Report

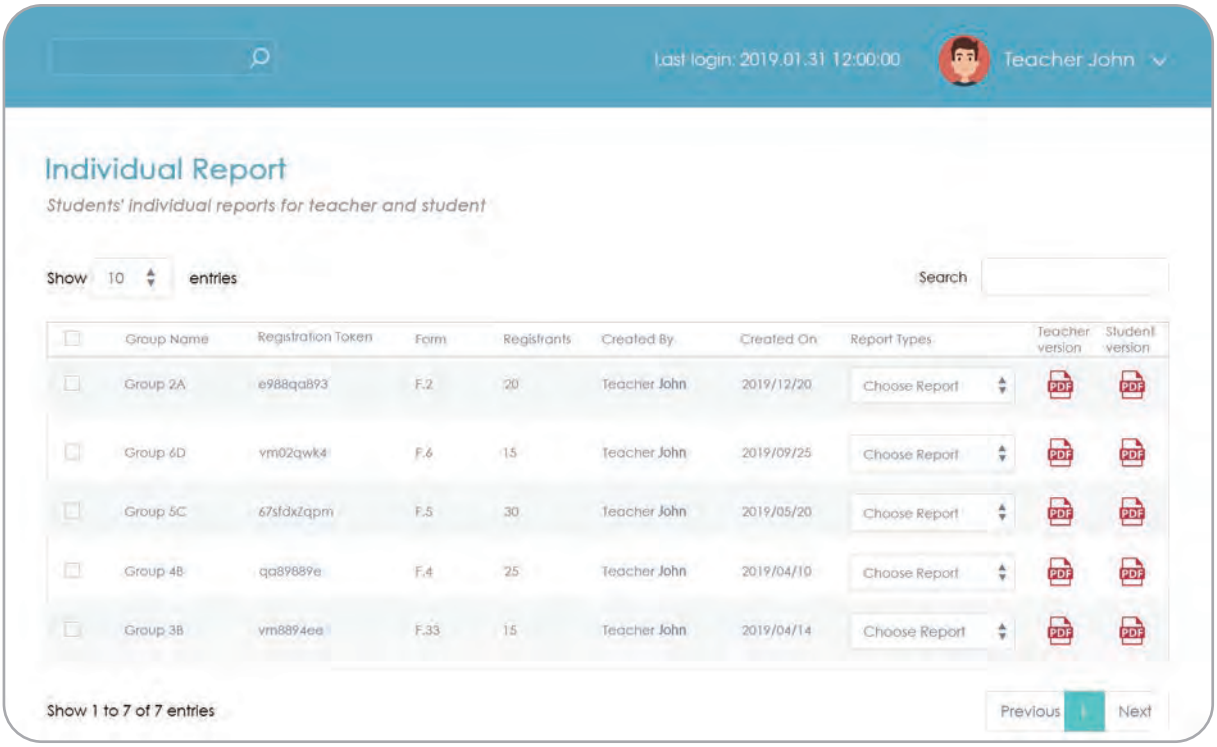
### Step 1 Login to Teacher Account

1. Login to teacher account.
2. In the left sidebar menu, select "**Individual Report**".



## Step 2 Select the Report to Download

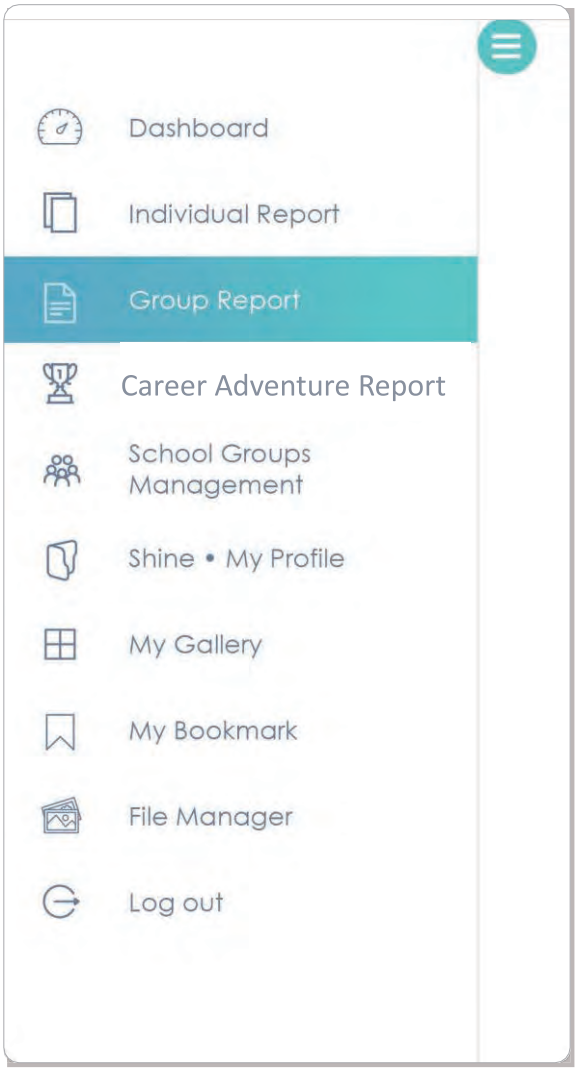
1. In "**Choose Report**", select the report type.
2. Click the "**PDF**" icon to download the report.



# Group Report

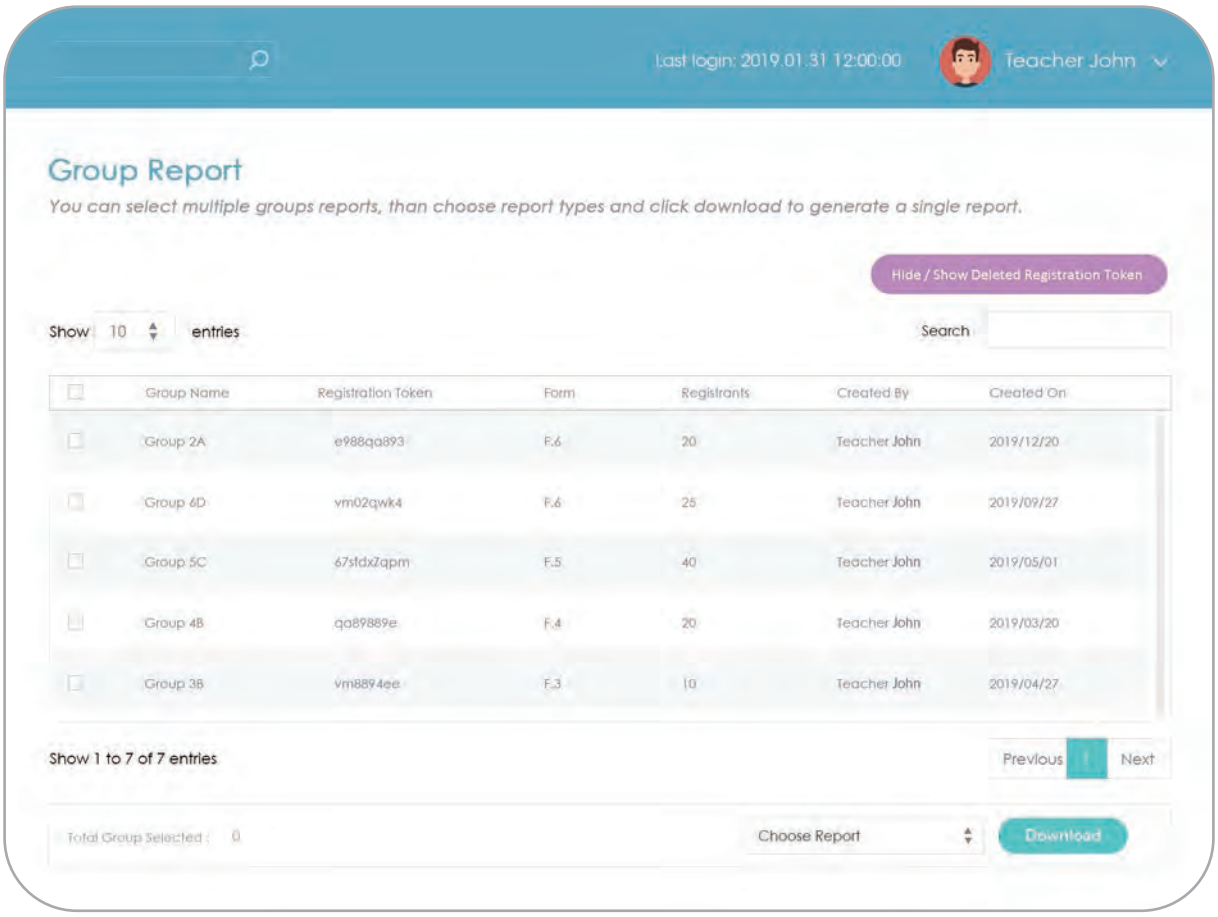
## Step 1 Login to Teacher Account

1. Login to teacher account.
2. In the sidebar menu, select "**Group Report**".



## Step 2 Select the Report to Download

1. Select the group name and tick the "**Check Box**".
2. In "**Choose Report**", select the report type.
3. Click the "**Download**" button to download the report.

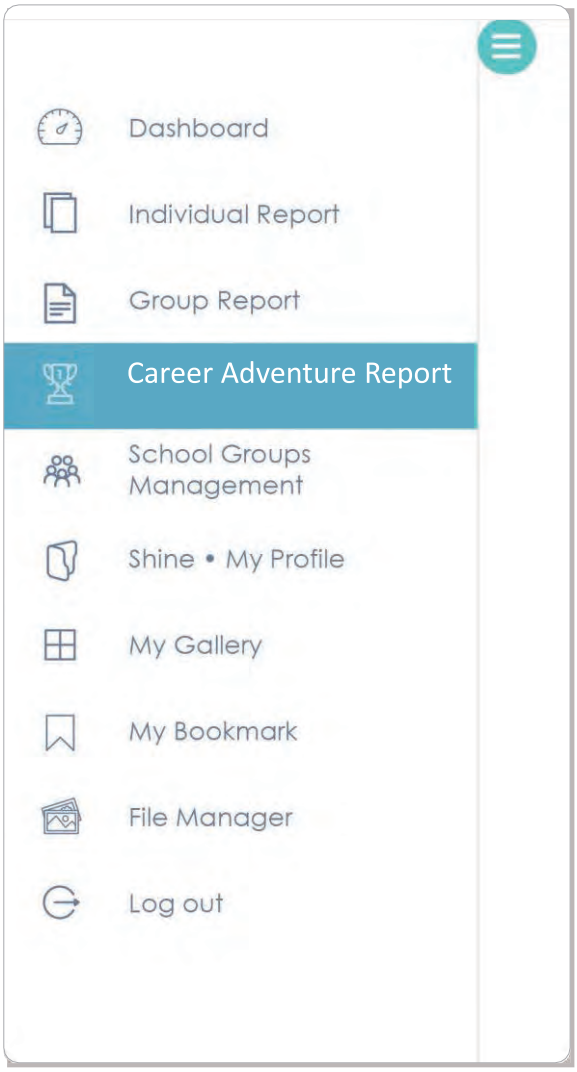


# Career Adventure Report

Teacher can see how many times a student has submitted a Career Adventure Report.Teacher can also give their students personalized feedback in the Career Adventure Report.

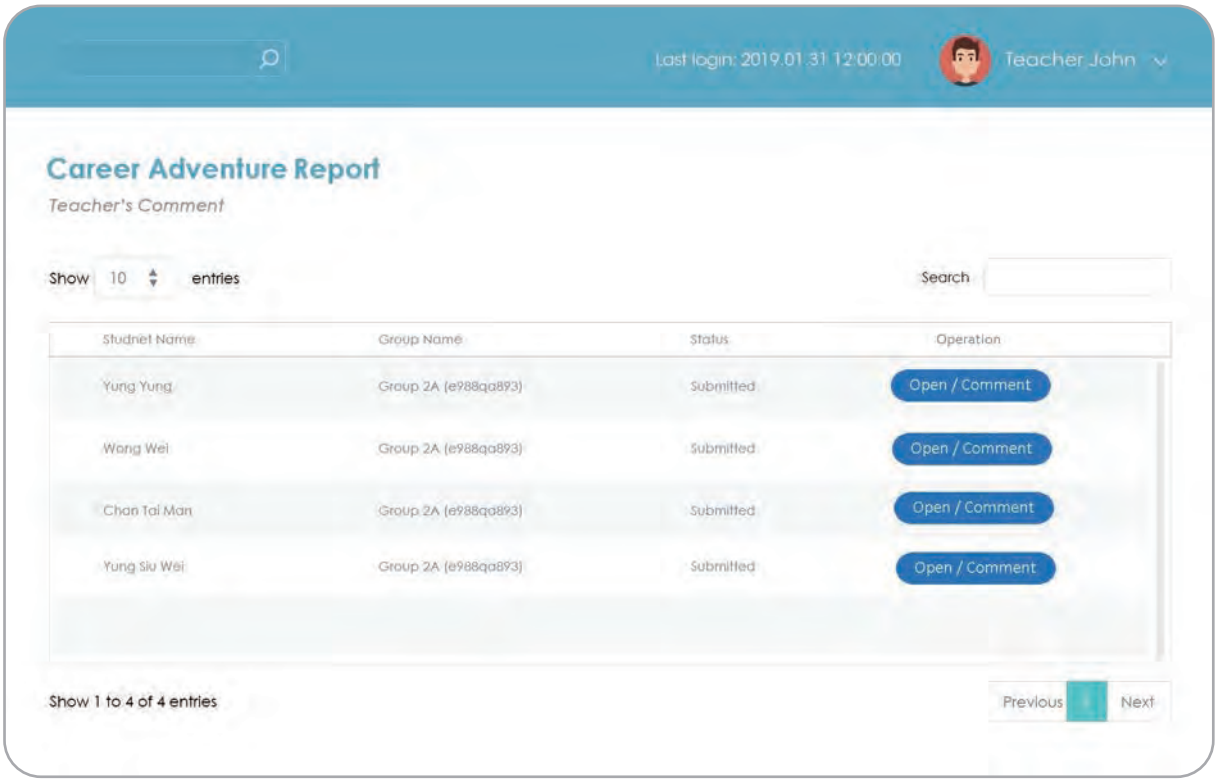
## Step 1 Login to Portfolio Manager Account

1. Login to teacher account.
2. In the sidebar menu, select "**Career Adventure Report**".



## Step 2 View Student Career Adventure Report

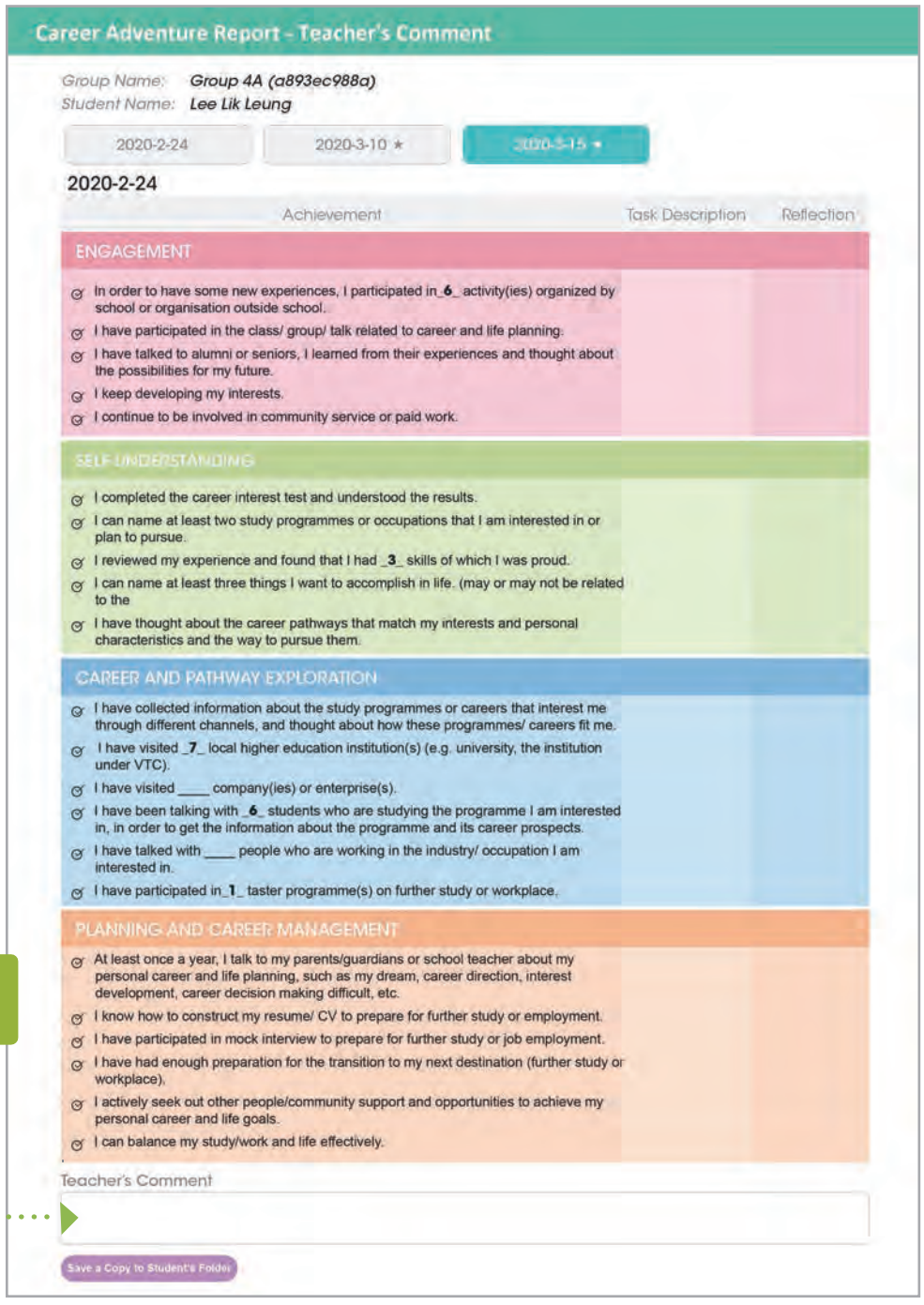
1. The table shows all the student's Career Adventure Report.
2. Select the student name and click the "**Open/comment**" button.
3. Student's Career Adventure Report will be shown in the pop up box.



## Step 3 Add Teacher's Comment

1. Select the student name and click the "**Open/Comment**" button.
2. Select the one with the latest date and "Star" at the top.
3. At the bottom, enter your comment.
4. Click "**Save a Copy to Student's Folder**".

Note: The student can find teacher's comment in the new Career Adventure Report saved in File Manager of student's account.




Add "**Teacher's Comment**"

# Report Samples

## Individual Report
## Career Assessment Report Sample (Teacher version)


CII Career Interest Inventory
Career Interest Inventory CII 中文版

對學科和職業的想法

曾考虑過的職業

Interest Test Results

Item type scores

| | R | I | A | S | E | C |
|---|---|---|---|---|---|---|
| Activities | 5 | 6 | 8 | 9 | 7 | 6 |
| Competence | 7 | 6 | 8 | 7 | 5 | 3 |
| Occupations | 8 | 7 | 7 | 5 | 6 | 6 |

Composite Scores

| Item | Score | Percentile (Note 1) |
|---|---|---|
| R | 20 | 69 |
| I | 19 | 77 |
| A | 23 | 75 |
| S | 21 | 50 |
| E | 18 | 63 |
| C | 15 | 51 |

Interest code

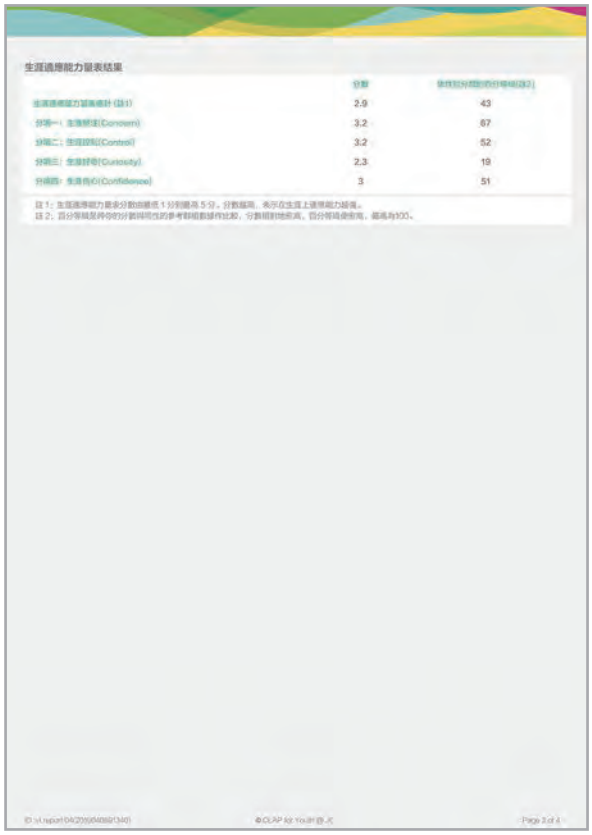
| | First | Second | Third |
|---|---|---|---|
| Interest code (申報興趣分數): | A | S | R |
| 申報的相對的百分等級（申報高分數）(Percentile Rank according to gender): | R | I | A |
| 分化評分百分等級（申報高分數）(Percentile Ranks for Differentiation Scores)(註2): | | 46 | |

註2：Differentiation score: raw score computed by highest interest score minus lowest interest score, and then converted to a percentile score with reference to a group of reference sample participants.

擇業困難評估(CDDQ)結果

| | 分數 | 相對的百分等級(註2) |
|---|---|---|
| 擇業困難評估總和(註1): | 5.6 | 72 |
| 分項一：心態準備度 (Readiness): | 4.3 | 33 |
| 分項二：資訊缺乏(Lack of Information): | 6.3 | 75 |
| 分項三：抉擇衝突(Difficulties related to Inconsistent Information): | 5.9 | 82 |

註1：擇業困難評估分數由最低1分到最高5分，分數越高，表示在擇業過程裏到越困難。
註2：百分等級之計算方法為將你的分數與相同性別的參考群組數據對比，分數相對地低高，百分等級越低高，最高為100


生涯適應能力量表結果

| | 分數 | 相對的百分等級(註2) |
|---|---|---|
| 生涯適應能力總和(註1) | 2.9 | 43 |
| 分項一：生涯關注(Concern) | 3.2 | 67 |
| 分項二：生涯控制(Control) | 3.2 | 52 |
| 分項三：生涯好奇(Curiosity) | 2.3 | 19 |
| 分項四：生涯信心(Confidence) | 3 | 51 |

註1：生涯適應能力最低分數由最低1分到最高5分，分數越高，表示在生涯上適應能力越強。
註2：百分等級是將你的分數與同性別的參考群組數據作比較，分數相對地低高，百分等級越低高，最高為100。

CII Individual Report sample (Teacher version)

# Individual Report
## Career Assessment Report Sample (Student version)



Interest Test Results

Your Scores on Six Interest Types:

Item type scores

| | R | I | A | S | E | C |
|---|---|---|---|---|---|---|
| Activities | 8 | 6 | 8 | 9 | 7 | 6 |
| Competence | 5 | 6 | 8 | 7 | 5 | 3 |
| Occupations | 8 | 7 | 5 | 5 | 4 | 4 |

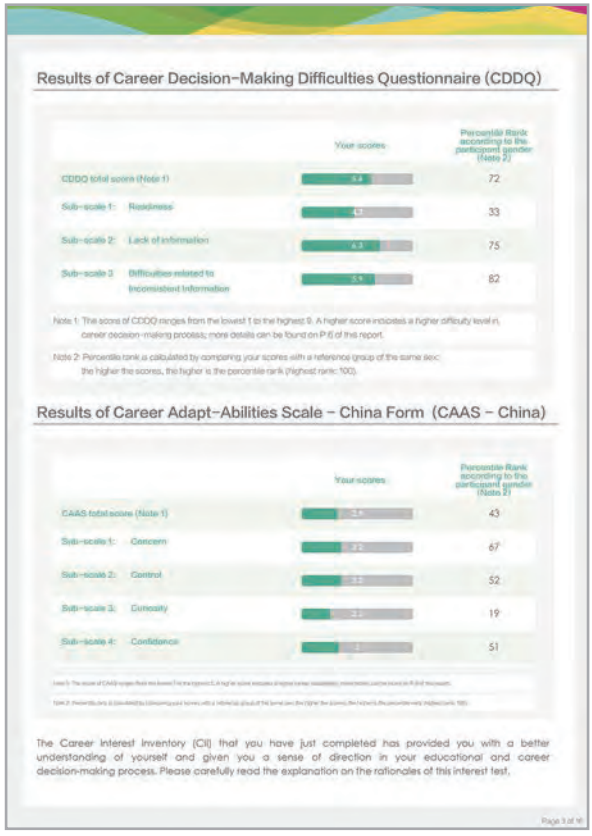
Composite Scores

| Item | Score | Percentile (Note 1) |
|---|---|---|
| R | 20 | 89 |
| I | 19 | 77 |
| A | 23 | 75 |
| S | 21 | 50 |
| E | 17 | 63 |
| C | 11 | 51 |

Note 1: Percentile rank is calculated by comparing your scores with a reference group of the same sex; the higher the scores, the higher is the percentile rank (highest rank: 100).

Interest code

| | First | Second | Third |
|---|---|---|---|
| Raw score | A | S | R |
| Score based on same-sex standard score | R | I | A |



Results of Career Decision-Making Difficulties Questionnaire (CDDQ)

| | Your scores | Percentile Rank according to the participant gender (Note 2) |
|---|---|---|
| CDDQ total score (Note 1) | 3.4 | 72 |
| Sub-scale 1: Readiness | 4.2 | 33 |
| Sub-scale 2: Lack of information | 4.3 | 75 |
| Sub-scale 3: Difficulties related to inconsistent information | 5.9 | 82 |

Note 1: The score of CDDQ ranges from the lowest 1 to the highest 9. A higher score indicates a higher difficulty level in career decision-making process; more details can be found on P.6 of this report.

Note 2: Percentile rank is calculated by comparing your scores with a reference group of the same sex; the higher the scores, the higher is the percentile rank (highest rank: 100).

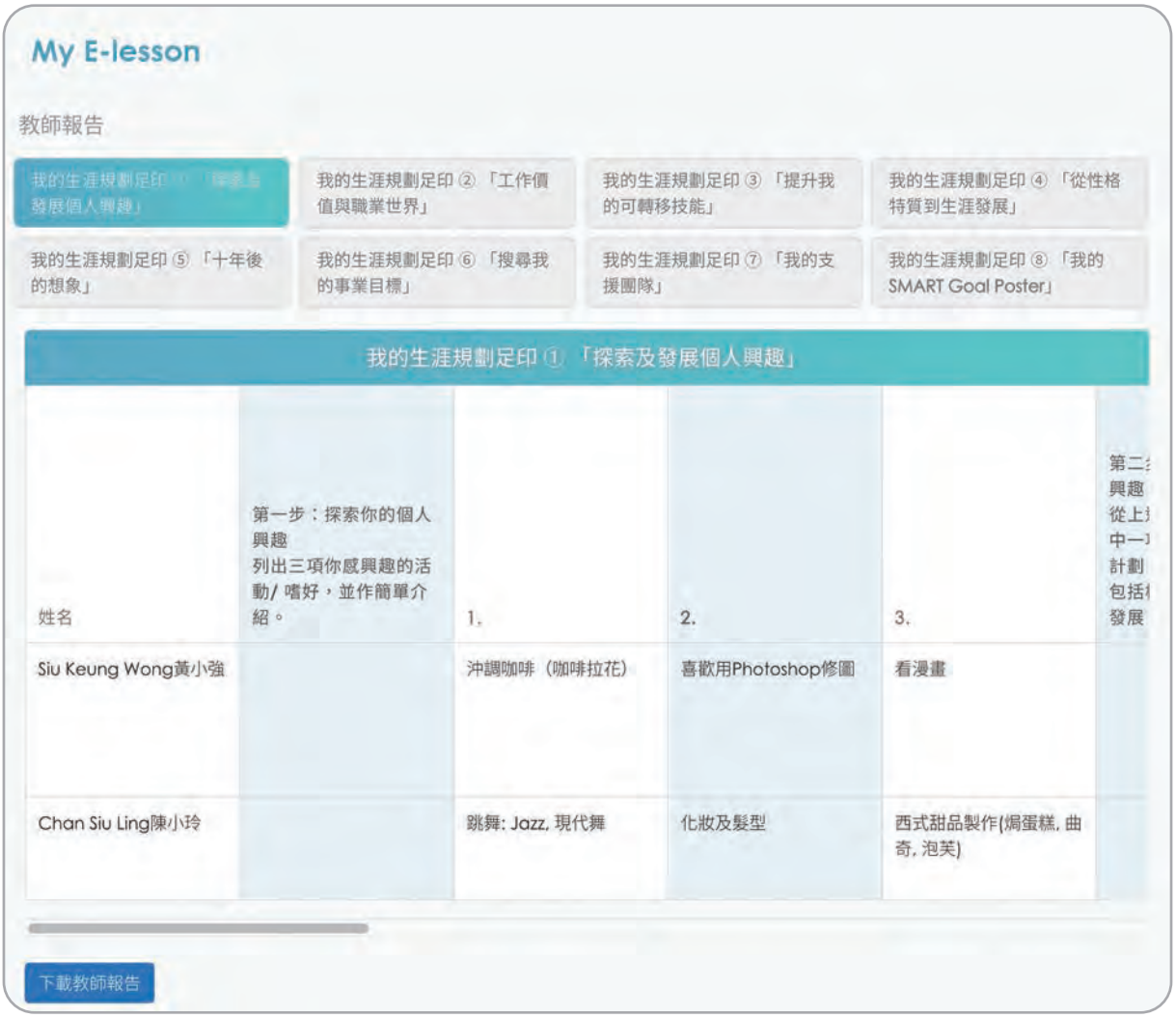
Results of Career Adapt-Abilities Scale - China Form (CAAS - China)

| | Your scores | Percentile Rank according to the participant gender (Note 2) |
|---|---|---|
| CAAS total score (Note 1) | 3.6 | 43 |
| Sub-scale 1: Concern | 3.2 | 67 |
| Sub-scale 2: Control | 3.3 | 52 |
| Sub-scale 3: Curiosity | 3.2 | 19 |
| Sub-scale 4: Confidence | 3 | 51 |

The Career Interest Inventory (CII) that you have just completed has provided you with a better understanding of yourself and given you a sense of direction in your educational and career decision-making process. Please carefully read the explanation on the rationales of this interest test.

CII Individual Report sample (Student version)

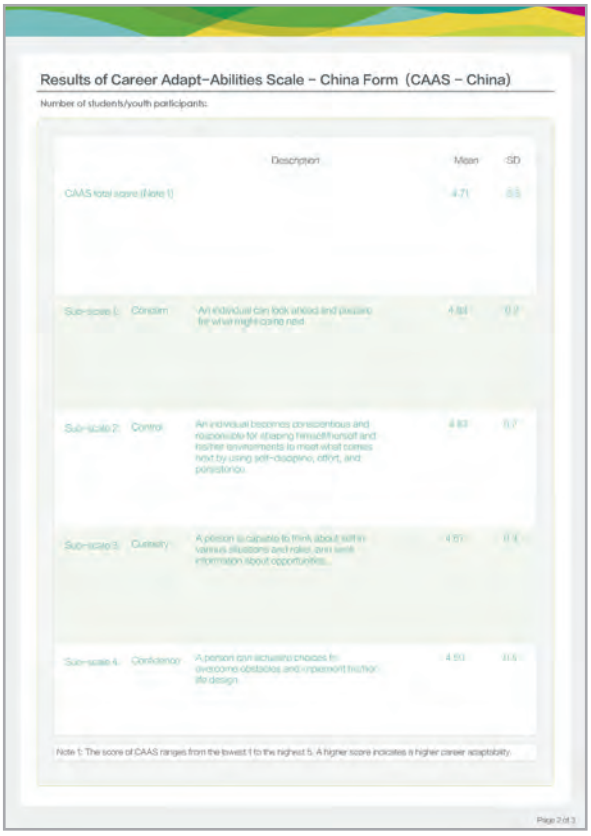
## Individual Report
## Footprints Report Sample (Teacher version)



# Individual Report
## Footprints Report Sample (Student version)



## Group Report Sample



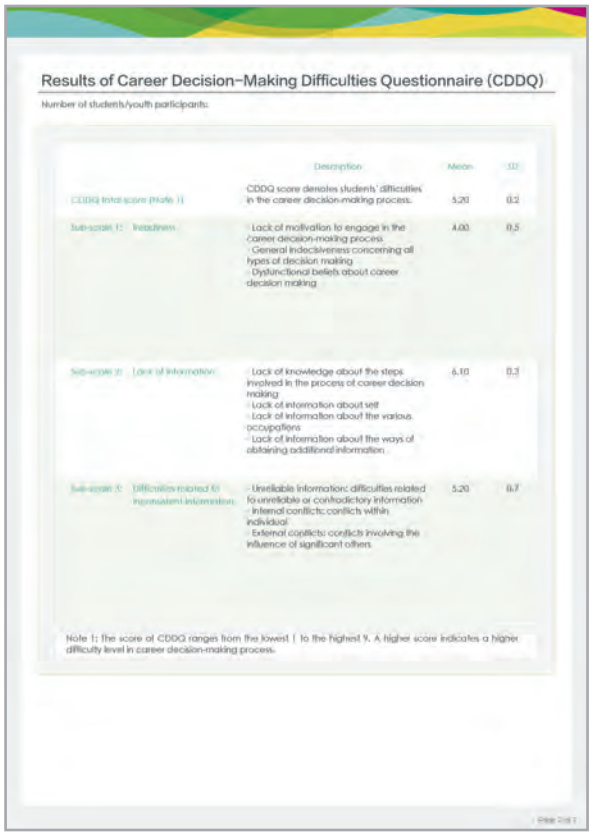
Results of Career Adapt-Abilities Scale – China Form (CAAS – China)

Number of students/youth participants:

| | | Description | Mean | SD |
|---|---|---|---|---|
| CAAS total score (Note 1) | | | 4.71 | 0.5 |
| Sub-scale 1: | Concern | An individual can look ahead and prepare for what might come next | 4.84 | 0.7 |
| Sub-scale 2: | Control | An individual becomes conscientious and responsible for shaping himself/herself and his/her environments to meet what comes next by using self-discipline, effort, and persistence. | 4.83 | 0.7 |
| Sub-scale 3: | Curiosity | A person is capable to think about self in various situations and make zero-sum information about opportunities. | 4.81 | 0.8 |
| Sub-scale 4: | Confidence | A person can actualize choices to overcome obstacles and implement his/her life design. | 4.80 | 0.6 |

Note 1: The score of CAAS ranges from the lowest 1 to the highest 5. A higher score indicates a higher career adaptability.

Page 2 of 3



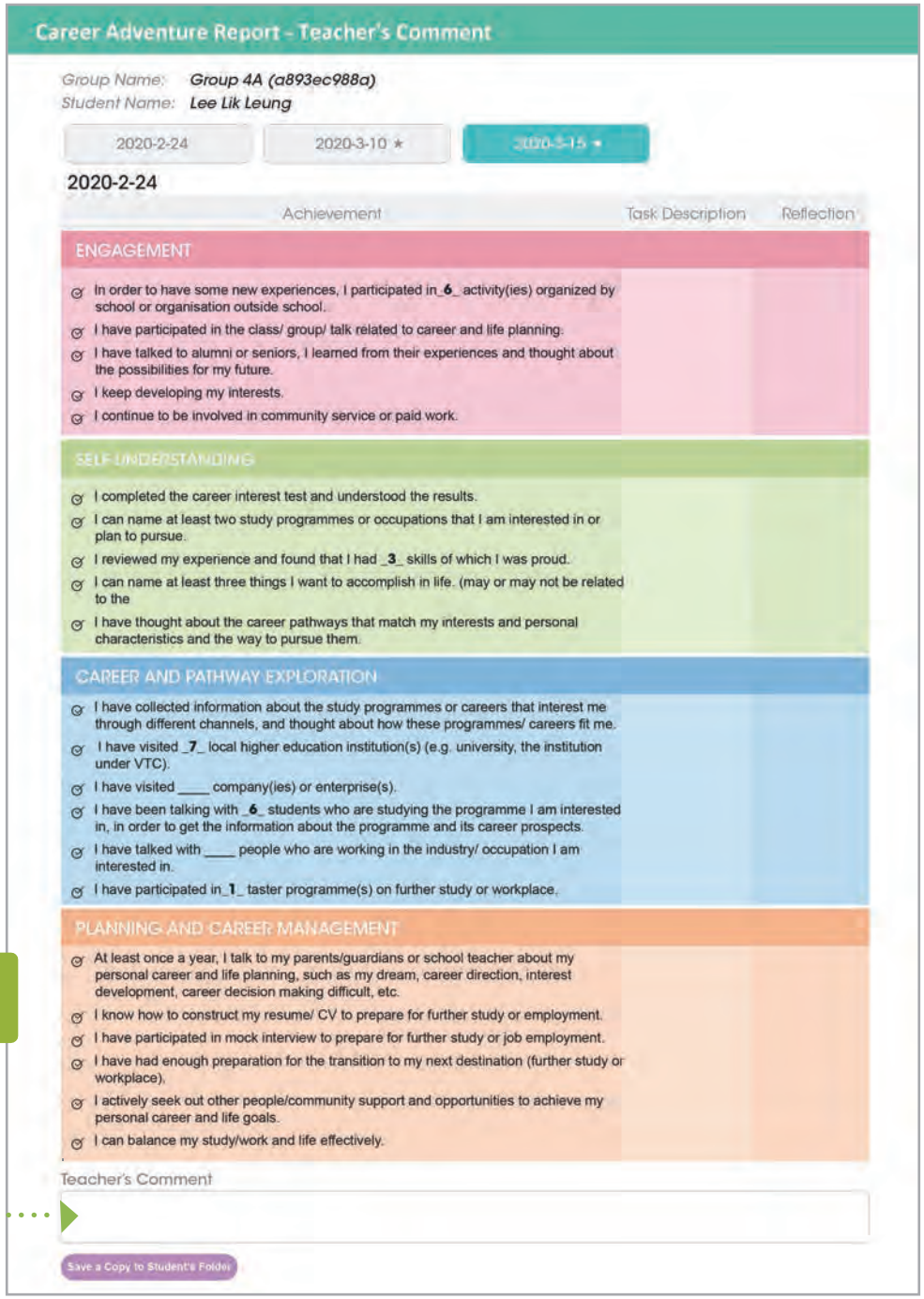
Results of Career Decision-Making Difficulties Questionnaire (CDDQ)

Number of students/youth participants:

| | | Description | Mean | SD |
|---|---|---|---|---|
| CDDQ total score (Note 1) | | CDDQ score denotes students' difficulties in the career decision-making process. | 5.20 | 0.2 |
| Sub-scale 1: | Indecisiveness | - Lack of motivation to engage in the career decision-making process<br>- General indecisiveness concerning all types of decision making<br>- Dysfunctional beliefs about career decision making | 4.00 | 0.5 |
| Sub-scale 2: | Lack of information | - Lack of knowledge about the steps involved in the process of career decision making<br>- Lack of information about self<br>- Lack of information about the various occupations<br>- Lack of information about the ways of obtaining additional information | 6.10 | 0.3 |
| Sub-scale 3: | Difficulties related to inconsistent information | - Unreliable information: difficulties related to unreliable or contradictory information<br>- Internal conflicts: conflicts within individual<br>- External conflicts: conflicts involving the influence of significant others | 5.20 | 0.7 |

Note 1: the score of CDDQ ranges from the lowest 1 to the highest 9. A higher score indicates a higher difficulty level in career decision-making process.

## Career Adventure Report Sample




Add "**Teacher's Comment**"

# Professional Development Program

## Step 1 Login to Teacher Account

1. Login to Teacher account.
2. In the dashboard, select "**Professional Development Program**".




In this program, practitioners will learn basic concepts and theories of the following area/dimensions:

- Dimension A: conceptual foundation of career and life planning
- Dimension B: career and life planning curriculum and experiential learning
- Dimension C: Career Counselling, Individual Planning and Coaching
- Dimension D: Workplace Learning, Community Capacity Building, and Life-long Career Development

Each dimension is made of four to five objectives with videos for the presentation of key concepts.

Course participants will need to finish five multiple choice questions (MCQs) as assessment for each objective. An extended learning component is followed after the completion of all objectives and their relevant assessments.

There will be at least one video of good practice sharing for each dimension. Practitioners are encouraged to put theories to practice in their working context.



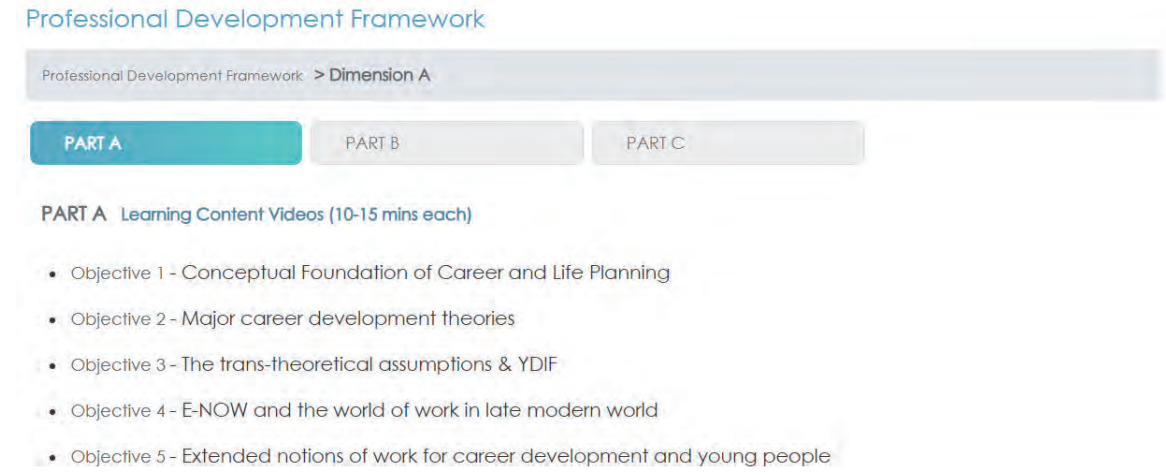
## Step 2 View materials of the course

1. Select particular "**Dimension**".
2. Select particular "**Part**".

   **Part A is Presentation of Key Concepts.**

   **Part B is School Sharing.**

   **Part C is Resources.**




3. Play the videos in "**Part A or B**". In "**Part A**", you can have assessment by clicking "**Go to assessment**".



# Assessment Samples

## Professional Development Program

Professional Development Framework > Dimension A > Objective 1 > **Part A - Objective One**

### Part A - Objective One

1. Which of the following statement is not true?

- A. A calling is the thing you should "listen for" that constructs the meanings for individuals in their life work and create differences to other people.
- B. Vocation means calling.
- C. Career has a metaphorical meaning which means "road for means of transportation".
- D. Occupation refers to any full-time and part-time employment.

2. The term _____ refers to a journey that lasts your whole life. As you work, you build attitudes, values, skills, knowledge, and experiences.

- A. job
- B. occupation
- C. career
- D. work

3. The word _____ is oriented from Latin which has the meaning of "calling"

- A. Career
- B. Job
- C. Occupation
- D. vocation

4. Which of the following statement about work fulfillment is not true?

- A. Work as an individual's public and personal identity.
- B. Work as occupying time
- C. Work as social contribution
- D. Work as an aid to mental health

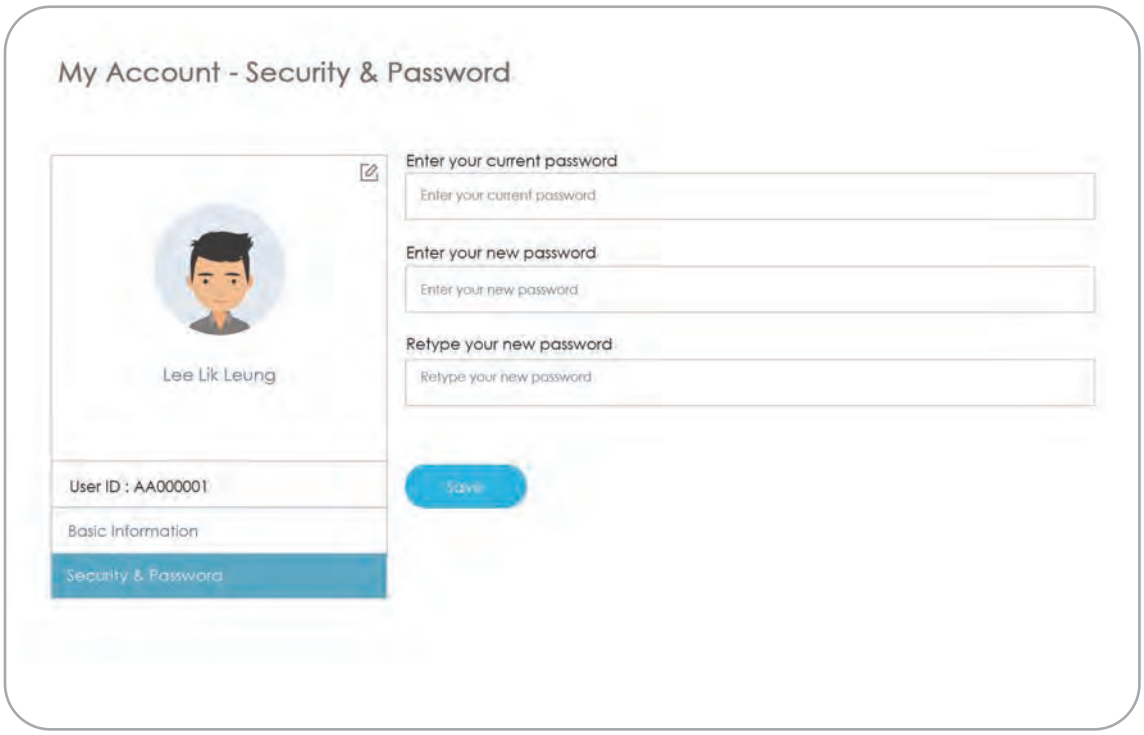
5. Which of the following question belongs to level 2(self-actualization) of Maslow's hierarchy of needs?

- A. What is the meaning of my work?
- B. Does my work match with my interest?
- C. How can I earn my living?
- D. None of the above.

Submit Export

# Security & Password

You can change your password for security reasons.




## Change Your Password

1. Open your ***My Life Planning Portfolio*** account. You might need to sign in.
2. Under "**Security & Password**".
3. Enter your current password.
4. Enter your new password, then click "**Save**".

Remark 1: Last 3 passwords cannot be reused.

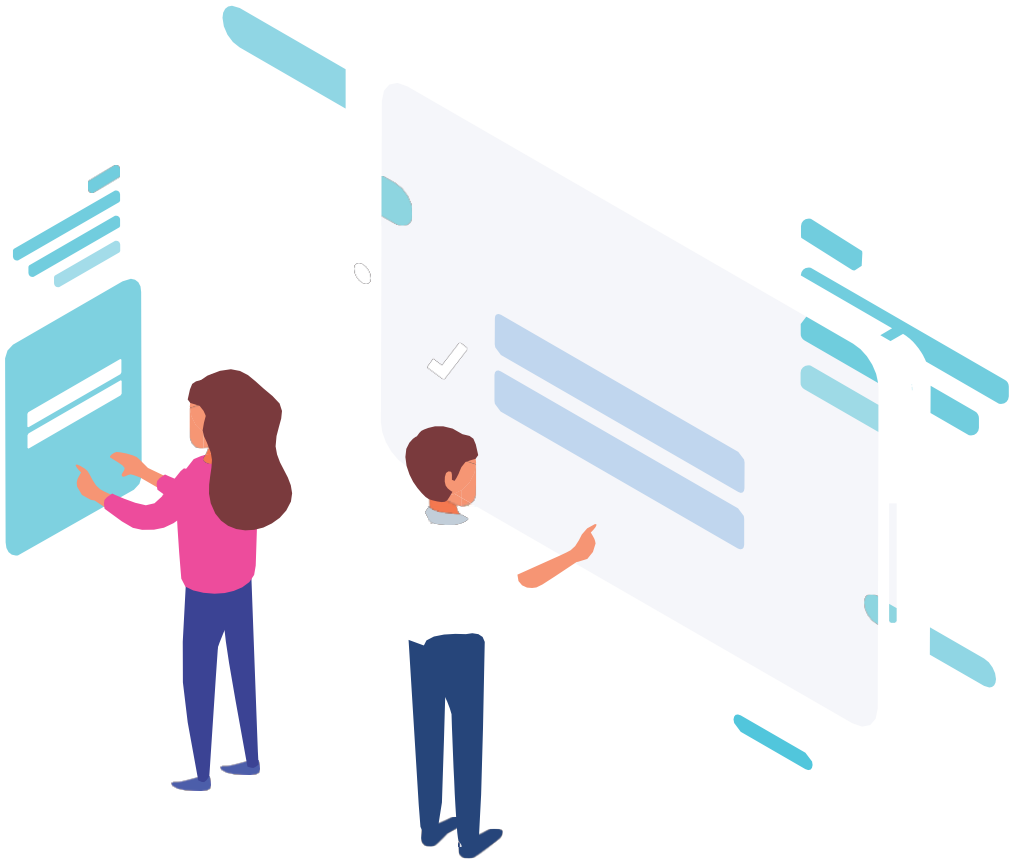
2: You will be requested to change your password every 365 days. It is suggested that you change your password in the beginning of every school year.

3: Password that contains username and email alias cannot be used as password.

# INTRODUCTION OF STUDENT ACCOUNT

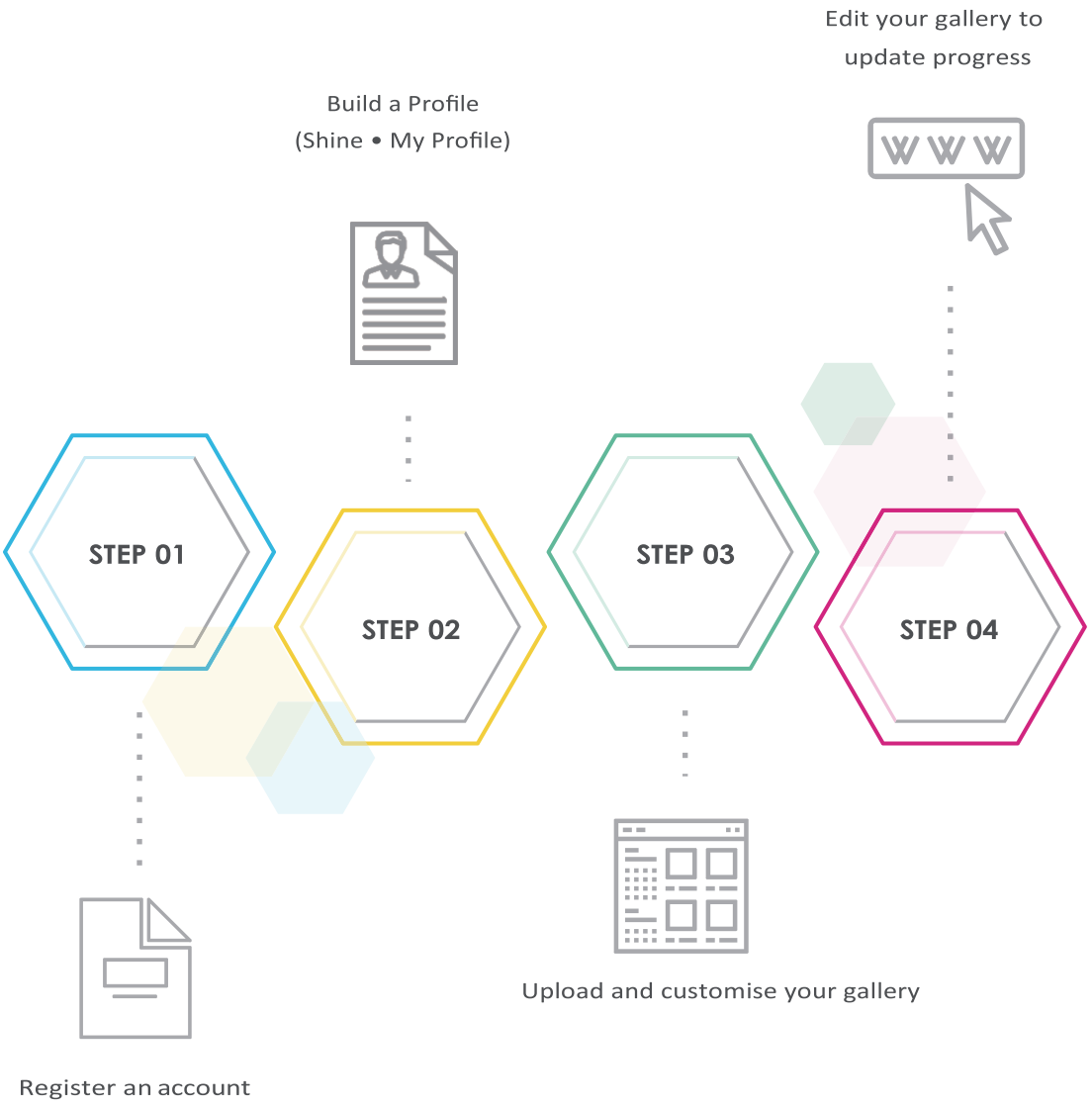
# STUDENT ACCOUNT ROLE

Students can create their own student accounts by using the registration token. The students will receive the email for verification after creating the account. The functions of the student account includes: ***P*assion** (engagement), ***V*oices** (self-understanding), ***W*orld** (career and pathway exploration), and ***E*mpowered** (planning and career management). Students can go to the dashboard to explore the functions.



# Create My Life Planning Portfolio in 4 Steps

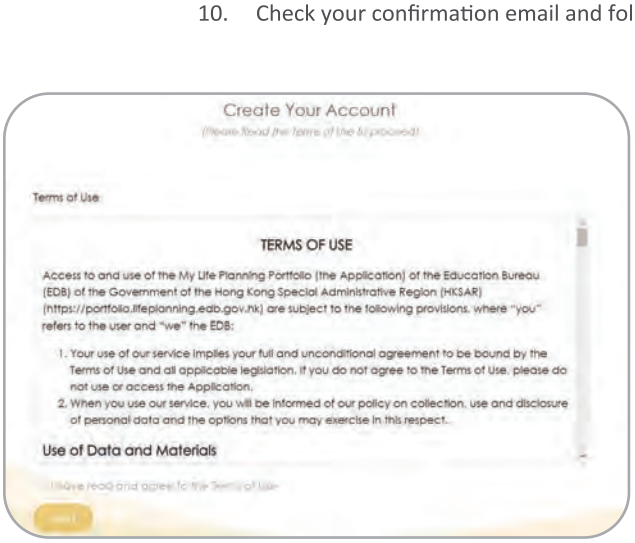
Build up a Personalised Profile and Portfolio at ***My Life Planning Portfolio*** in a quick and simple way.



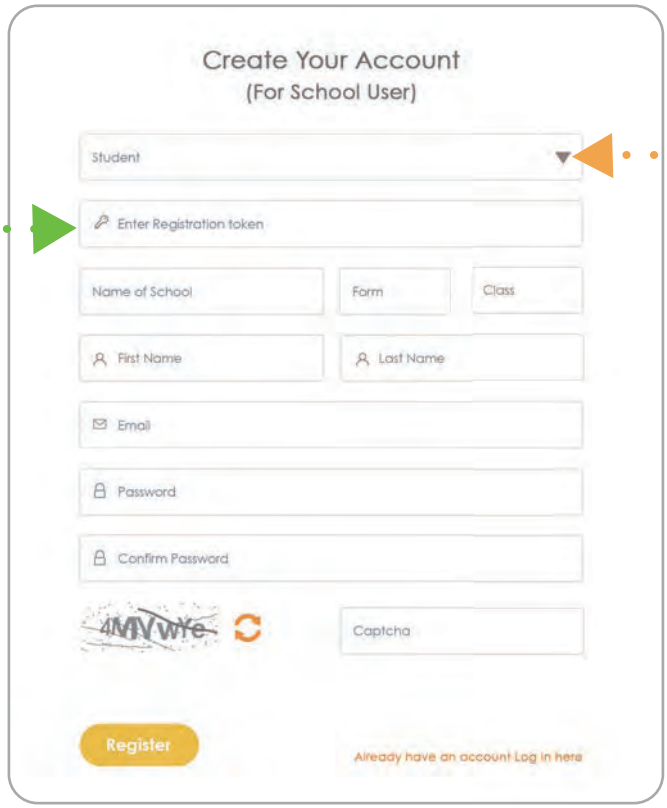
# Steps to Create Student Account

## Step 1 Create Student Account

1. Go to https://portfolio.lifeplanning.edb.gov.hk.
2. At the top right corner of the screen, tap the Sign up icon and select "**School User**" button.
3. You are required to read the Terms of Use.
4. Please tick the "**Check Box**" to agree.
5. Click "**Next**" button.
6. Fill out the registration form *(Select "Student" as type of school user)*.
7. Enter the registration token given by school teacher.
8. Complete the form and click the "**Register**" button.
9. Confirmation email will be sent to your email box.
10. Check your confirmation email and follow the steps to proceed.



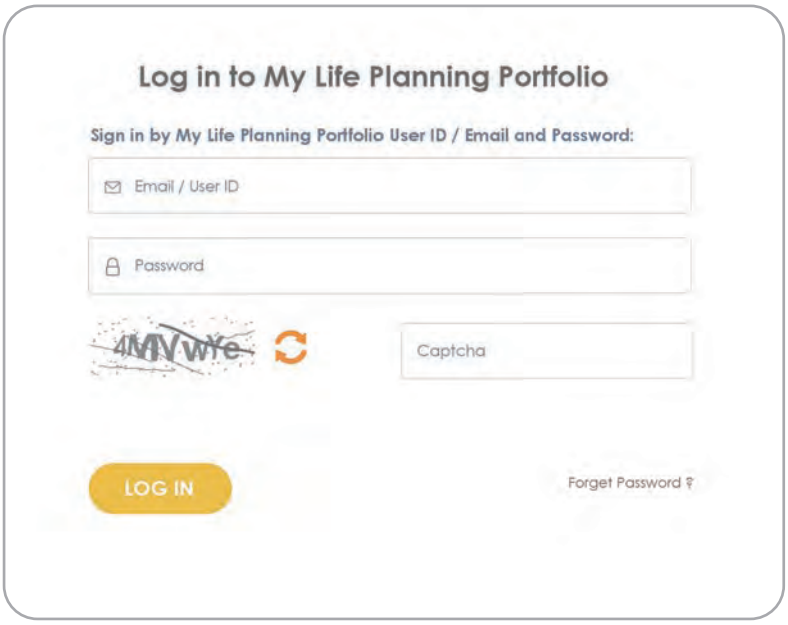

Select "**Student**"




Token given by teacher

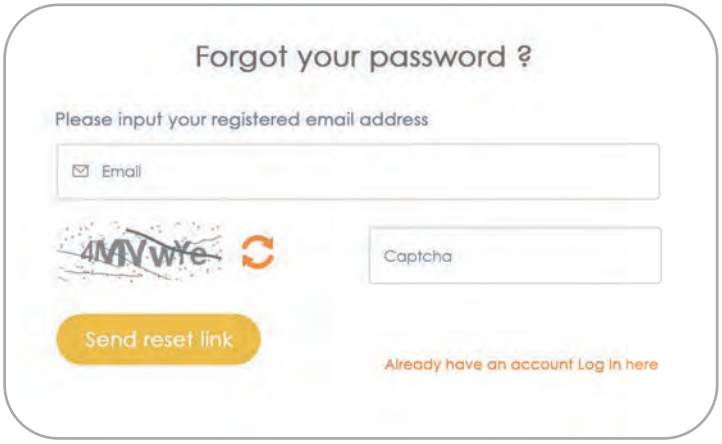
## Step 2 Login to Student Account

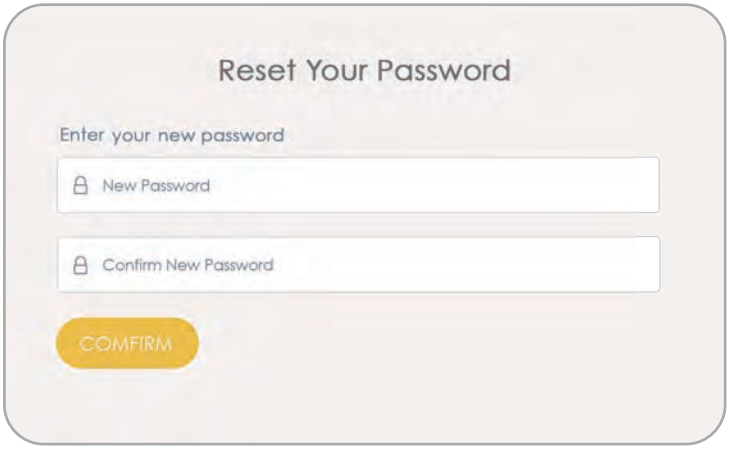
1. Go to https://portfolio.lifeplanning.edb.gov.hk/.
2. Student uses the registered "**Email**" and "**Password**" to login the ***My Life Planning Portfolio***.
3. Now your Portfolio is underway. You can start to create your profile and add contents to your portfolio.



# Forget Password

If you cannot sign in to your ***My Life Planning Portfolio*** account, you can enter the registered email address to reset your password. The system will email you a link that will enable you to reset your password.



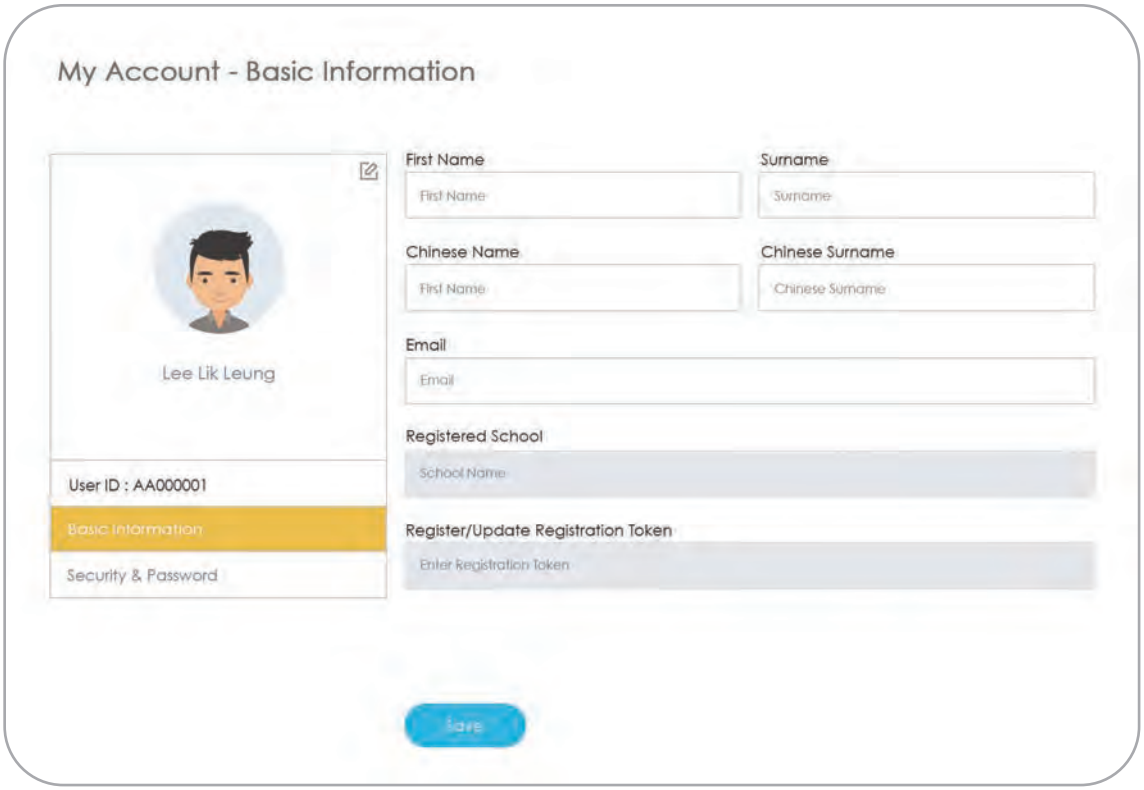



# Update the Token if changing Class or School

If student changes class or schools, they can enter the new registration token.

## Steps Update the Registration Token

1. Go to https://portfolio.lifeplanning.edb.gov.hk.
2. Go to My Account, than select "**Basic Information**".
3. Enter the registration code provide by the new class / school teacher.
4. Click "**Save**".

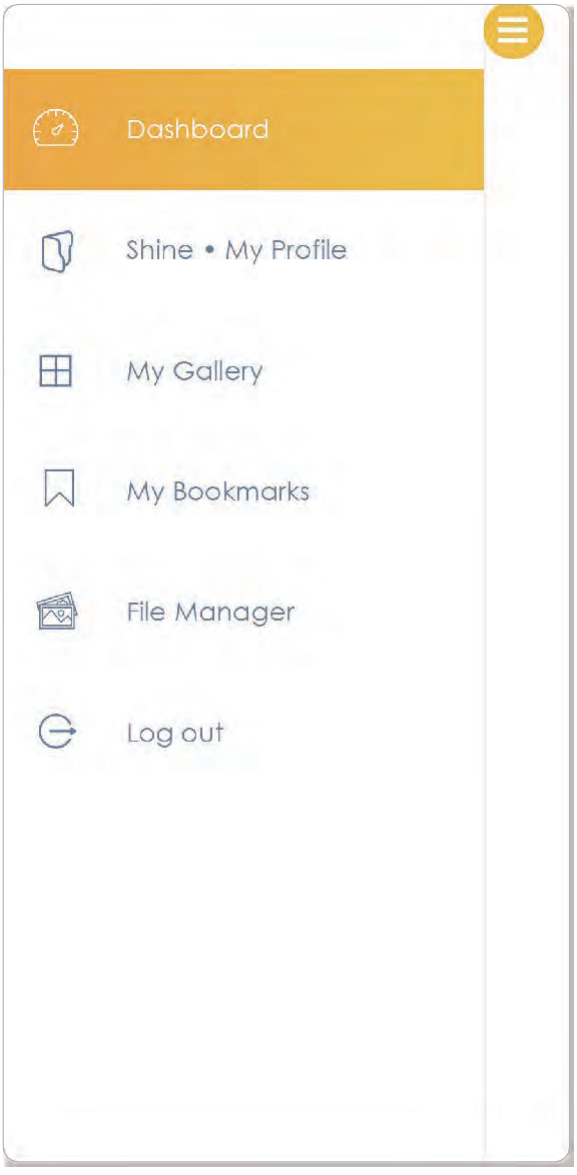


# NAVIGATION MENU

Please use the navigation menu located on the left-hand side of ***My Life Planning Portfolio*** platform to switch between views. The navigation tab selected will appear in contrast colour.

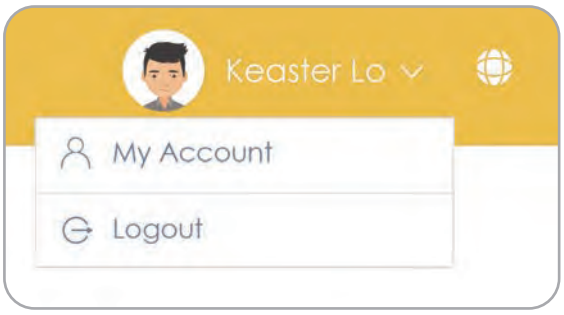
## Left Sidebar Menu

- Dashboard
- Shine • My Profile
- My Gallery
- My Bookmarks
- File Manager
- Log out



# Account Menu

1. The account menu is located in the top-right corner of your screen.
2. Click "**My Account**".
3. You can update your account information, change password and set your preferences.
4. Click "**Save**" settings.



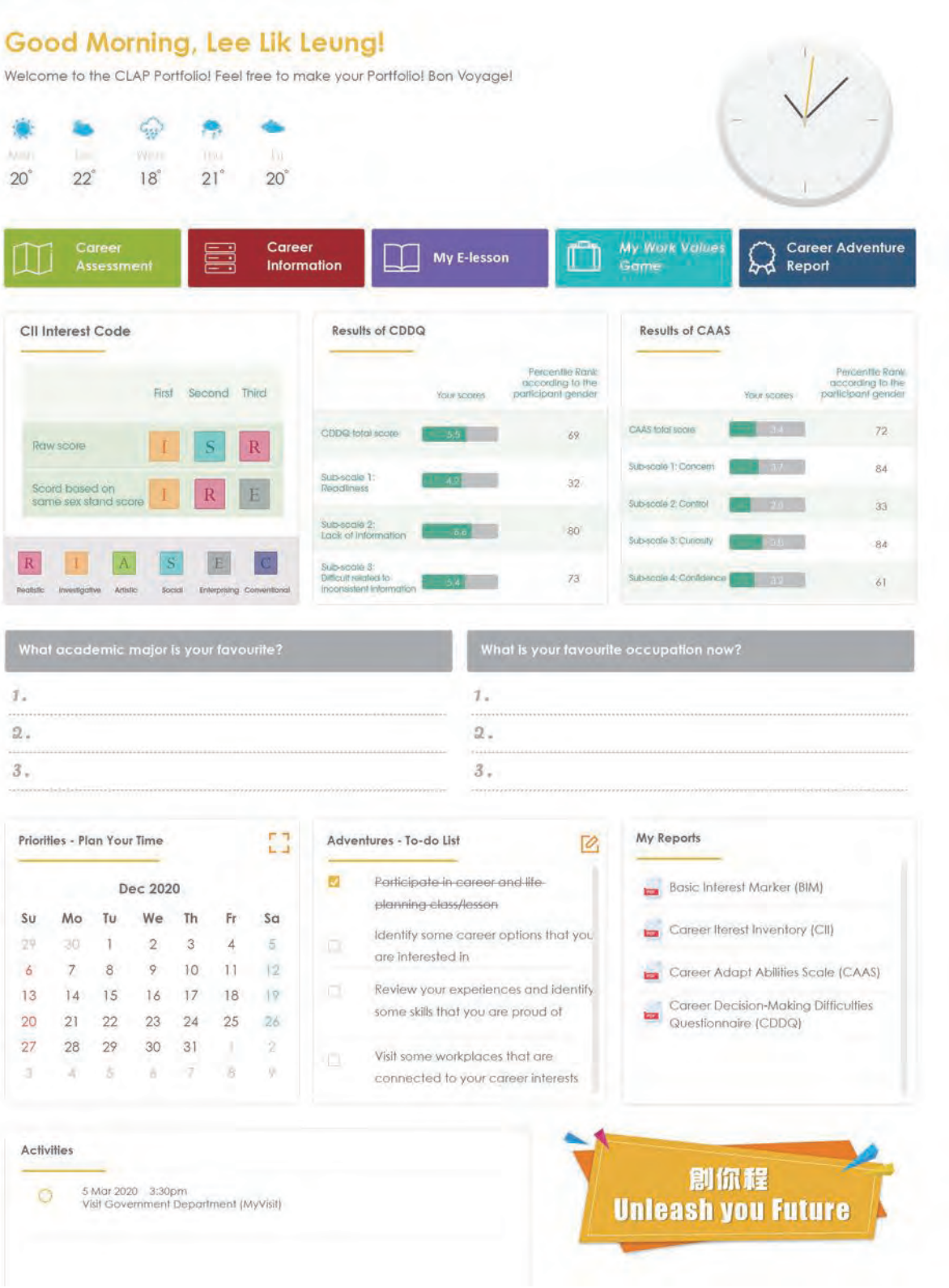

# Language Menu

You can change the language of ***My Life Planning Portfolio*** interface at any time.

1. Click the top "**Language Icon**" to select language.
2. Select language from the drop-down menu.



# DASHBOARD


Good Morning, Lee Lik Leung!
Welcome to the CLAP Portfolio! Feel free to make your Portfolio! Bon Voyage!
20° 22° 18° 21° 20°
Career Assessment
Career Information
My E-lesson
My Work Values Game
Career Adventure Report
CII Interest Code
First Second Third
Raw score I S R
Scord based on same sex stand score I R E
R I A S E C
Realistic Investigative Artistic Social Enterprising Conventional
Results of CDDQ
Your scores
Percentile Rank according to the participant gender
CDDQ total score 69
Sub-scale 1: Readiness 32
Sub-scale 2: Lack of information 80
Sub-scale 3: Difficult related to inconsistent information 73
Results of CAAS
Your scores
Percentile Rank according to the participant gender
CAAS total score 72
Sub-scale 1: Concern 84
Sub-scale 2: Control 33
Sub-scale 3: Curiosity 84
Sub-scale 4: Confidence 61
What academic major is your favourite?
1.
2.
3.
What is your favourite occupation now?
1.
2.
3.
Priorities - Plan Your Time
Dec 2020
Su Mo Tu We Th Fr Sa
29 30 1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31 1 2
3 4 5 6 7 8 9
Adventures - To-do List
Participate in career and life-planning class/lesson
Identify some career options that you are interested in
Review your experiences and identify some skills that you are proud of
Visit some workplaces that are connected to your career interests
My Reports
Basic Interest Marker (BIM)
Career Iterest Inventory (CII)
Career Adapt Abilities Scale (CAAS)
Career Decision-Making Difficulties Questionnaire (CDDQ)
Activities
5 Mar 2020 3:30pm
Visit Government Department (MyVisit)
創你程
Unleash you Future

***My Life Planning Portfolio*** is an informative web display that shows the development of every student in terms of curricular and co-curricular activities. Students can sign in to manage the data and to view the most relevant reports and information at "***Portfolio***".

## Career Assessment

Contain a number of tests to facilitate self-understanding. There will be a personalised display of suggested pathways based on one's pattern of person career interests. You may view your assessment results here if you had already taken the assessment survey.

## Career Information

Information about different career pathways.

## My E-lesson

This provides a rich online learning material and resources for teachers. Also, teachers may assign after-class exercises to students to ensure that they can process what they have learned in lessons.

## My Work Values Game

This Work Values Game helps young people to identify values and beliefs that are most important to them in choosing their career & life pathways.

## Professional Development Program

Professional Development Program (PDP) allows teachers to have self-autonomous learning of key concepts in Career and Life Planning and its application, through video clips including teachers' sharing videos.

## Unleash Your Future

Steps you can take to start planning for your future.

- Passion (engagement)
- Voices (self-understanding)
- World (career and pathway exploration)
- Empowered (planning and career management)

## Priorities - Plan Your Time

Calendar is designed for users to easily add and remove events related to career and life planning. You can schedule upcoming activities to participate, so you always know what's next.

## Adventures - To-do List

The To-do List is a collection of tasks related to career and life planning. Users can add their own tasks to personalise the list.

## My Reports

Students can download career assessment reports to review when there is a need.You may download the reports at any time you like.

# Unleash Your Future

In order to plan your life and career, you can follow the following steps:



# Voices:

## Career Assessment

Individuals are different and they have different qualities, needs, and life orientations (your "**Voices**"). Understanding what those "**Voices**" are, such as what you are interested in doing, what skills you enjoy using, and values that inspire your energies are important in planning your future. You could take a number of career development surveys to further the journey of self- understanding. "***Portfolio***" could generate brief reports for you to review and consider.

Please note that:

(a) Each assessment shall, in one single sitting, take about 15-30 minutes to complete.

(b) To facilitate guidance and life planning in school, teachers can access the assessment results. Students could be in touch with teachers for more in-depth review of their assessment results.

(c) Students should be reminded to consult and obtain consent from third parties (their parents in this case) before answering Questions (6) and (7) in Section 1 of the Background Survey.

(d) It is suggested that students should not take more than 1 time of each assessment in secondary education.




Report Sample




- Basic Interest Marker (BIM)
- Career Interest Inventory (CII)
- Career Adaptability Scale (CAAS)
- Career Decision-Making Difficulties (CDDQ)



# Voices:

## My Work Values Game

*My Work Values* Game is an educational game developed by the CLAP for Youth@JC Team. A total of 20 commonly identified work values are included in the exploration, and you are asked to rank the work values based on how important they are to you in choosing your future work. The gaming environments and design allow users to integrate gaming, learning, and exploration.

My Work Values game

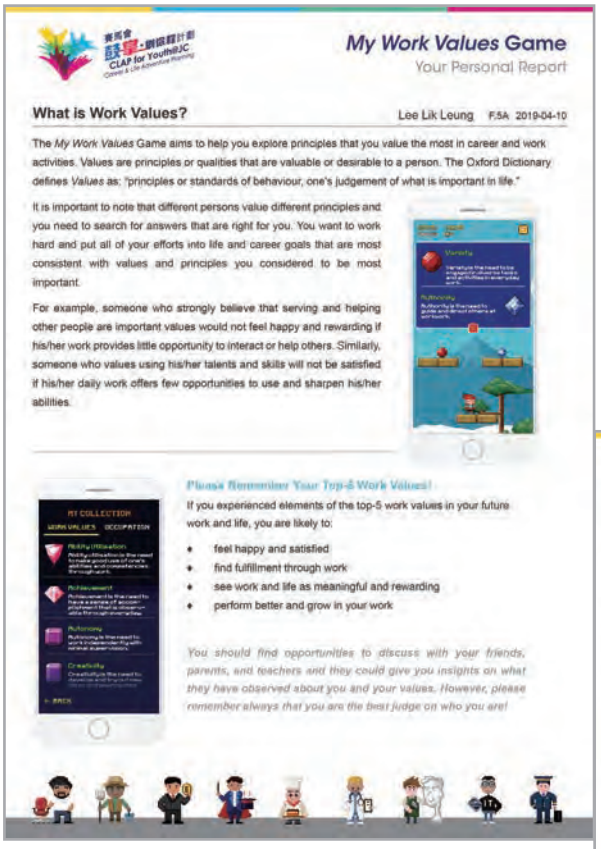


*My Work Values* Game has a web-based interface at "***Portfolio***" where users can access the game through computers.

My Work Values game



## *My Work Values* Game Report Sample



My Work Values Game
Your Personal Report

What is Work Values?

Lee Lik Leung F.5A 2019-04-10

The *My Work Values* Game aims to help you explore principles that you value the most in career and work activities. Values are principles or qualities that are valuable or desirable to a person. The Oxford Dictionary defines *Values* as: "principles or standards of behaviour, one's judgement of what is important in life."

It is important to note that different persons value different principles and you need to search for answers that are right for you. You want to work hard and put all of your efforts into life and career goals that are most consistent with values and principles you considered to be most important.

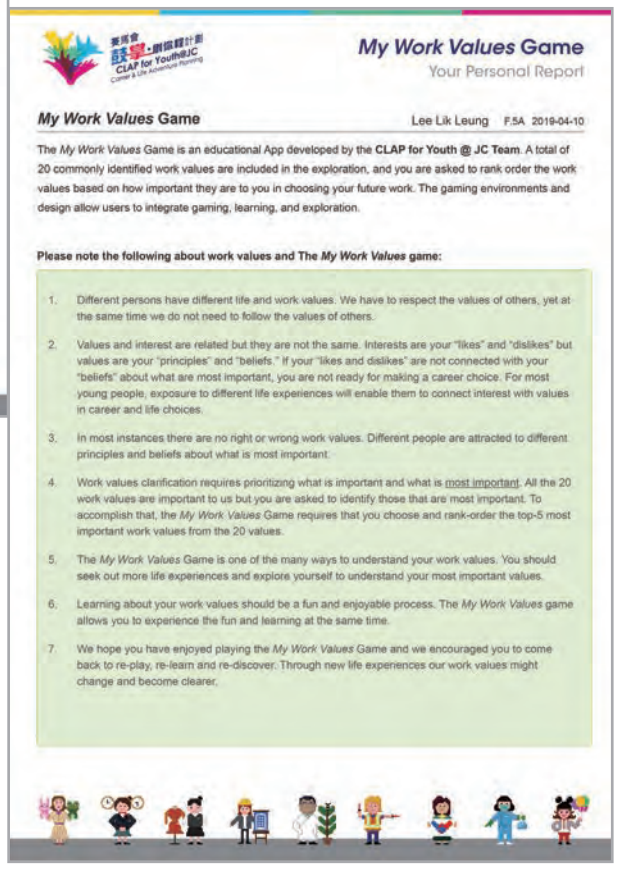
For example, someone who strongly believe that serving and helping other people are important values would not feel happy and rewarding if his/her work provides little opportunity to interact or help others. Similarly, someone who values using his/her talents and skills will not be satisfied if his/her daily work offers few opportunities to use and sharpen his/her abilities.

Please Remember Your Top-5 Work Values!

If you experienced elements of the top-5 work values in your future work and life, you are likely to:

- feel happy and satisfied
- find fulfillment through work
- see work and life as meaningful and rewarding
- perform better and grow in your work

*You should find opportunities to discuss with your friends, parents, and teachers and they could give you insights on what they have observed about you and your values. However, please remember always that you are the best judge on who you are!*



My Work Values Game
Your Personal Report

*My Work Values* Game

Lee Lik Leung F.5A 2019-04-10

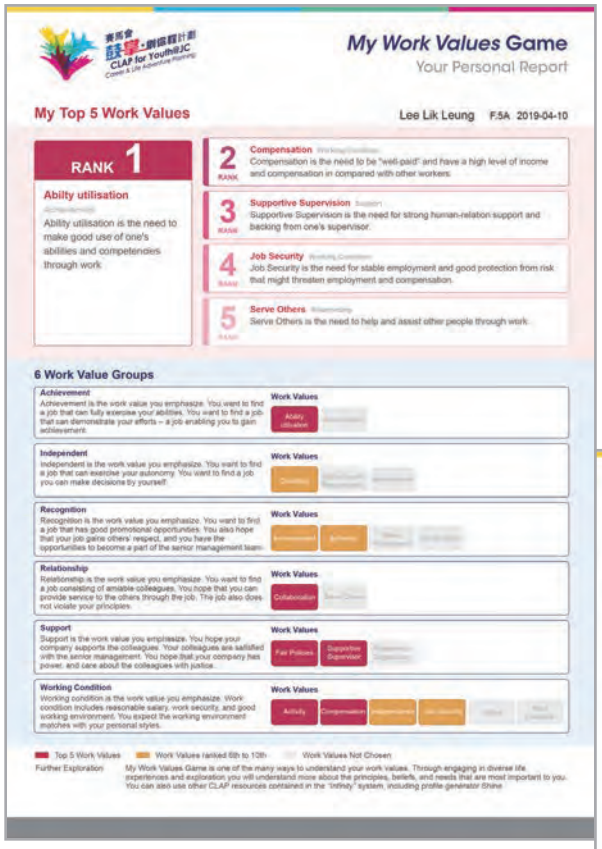
The *My Work Values* Game is an educational App developed by the **CLAP for Youth @ JC Team**. A total of 20 commonly identified work values are included in the exploration, and you are asked to rank order the work values based on how important they are to you in choosing your future work. The gaming environments and design allow users to integrate gaming, learning, and exploration.

**Please note the following about work values and The *My Work Values* game:**

1. Different persons have different life and work values. We have to respect the values of others, yet at the same time we do not need to follow the values of others.
2. Values and interest are related but they are not the same. Interests are your "likes" and "dislikes" but values are your "principles" and "beliefs." If your "likes and dislikes" are not connected with your "beliefs" about what are most important, you are not ready for making a career choice. For most young people, exposure to different life experiences will enable them to connect interest with values in career and life choices.
3. In most instances there are no right or wrong work values. Different people are attracted to different principles and beliefs about what is most important.
4. Work values clarification requires prioritizing what is important and what is most important. All the 20 work values are important to us but you are asked to identify those that are most important. To accomplish that, the *My Work Values* Game requires that you choose and rank-order the top-5 most important work values from the 20 values.
5. The *My Work Values* Game is one of the many ways to understand your work values. You should seek out more life experiences and explore yourself to understand your most important values.
6. Learning about your work values should be a fun and enjoyable process. The *My Work Values* game allows you to experience the fun and learning at the same time.
7. We hope you have enjoyed playing the *My Work Values* Game and we encouraged you to come back to re-play, re-learn and re-discover. Through new life experiences our work values might change and become clearer.

*My Work Values* Game Online Report

## *My Work Values* Game Report Sample



My Work Values Game
Your Personal Report

My Top 5 Work Values

Lee Lik Leung F.5A 2019-04-10

RANK 1

Ability utilisation

Ability utilisation is the need to make good use of one's abilities and competencies through work

2 RANK Compensation
Compensation is the need to be "well-paid" and have a high level of income and compensation in compared with other workers.

3 RANK Supportive Supervision
Supportive Supervision is the need for strong human-relation support and backing from one's supervisor.

4 RANK Job Security
Job Security is the need for stable employment and good protection from risk that might threaten employment and compensation.

5 RANK Serve Others
Serve Others is the need to help and assist other people through work.

6 Work Value Groups

Achievement
Achievement is the work value you emphasize. You want to find a job that can fully exercise your abilities. You want to find a job that can demonstrate your efforts – a job enabling you to gain achievement.
Work Values: Ability utilisation

Independent
Independent is the work value you emphasize. You want to find a job that can exercise your autonomy. You want to find a job you can make decisions by yourself.
Work Values: Creativity

Recognition
Recognition is the work value you emphasize. You want to find a job that has good promotional opportunities. You also hope that your job gains others' respect, and you have the opportunities to become a part of the senior management team.
Work Values: Advancement, Authority

Relationship
Relationship is the work value you emphasize. You want to find a job consisting of amiable colleagues. You hope that you can provide service to the others through the job. The job also does not violate your principles.
Work Values: Collaboration

Support
Support is the work value you emphasize. You hope your company supports the colleagues. Your colleagues are satisfied with the senior management. You hope that your company has power, and care about the colleagues with justice.
Work Values: Fair Policies, Supportive Supervision

Working Condition
Working condition is the work value you emphasize. Work condition includes reasonable salary, work security, and good working environment. You expect the working environment matches with your personal styles.
Work Values: Activity, Compensation

Top 5 Work Values  Work Values ranked 6th to 10th  Work Values Not Chosen

Further Exploration
My Work Values Game is one of the many ways to understand your work values. Through engaging in diverse life experiences and exploration, you will understand more about the principles, beliefs, and needs that are most important to you. You can also use other CLAP resources contained in the "Infinity" system, including profile generator Shine.



My Work Values Game
Your Personal Report

Work Values Descriptions and Classifications:

Lee Lik Leung F.5A 2019-04-10

| Work needs | Work Values | Descriptions |
|---|---|---|
| Achievement | Ability utilisation | is the need to make good use of one's abilities and competencies through work |
| | Achievement | is the need to have a sense of accomplishment that is observable through everyday work |
| Independent | Autonomy | is the need to work independently with minimal supervision |
| | Creativity | is the need to develop and try out new ideas and approaches |
| | Decision and Responsibility | is the need to be "in-charge" of making decisions at work |
| Recognition | Advancement | is the need to have the opportunities to "move up" the career ladder quite rapidly |
| | Authority | is the need to guide and direct others at work |
| | Being Recognised | is the need to receive explicit recognitions for work performed |
| | Social Status | is the need to be respected and "looked up" by others in workplace and one's community |
| Relationship | Collaboration | Collaboration is the need to have colleagues and co-workers who are easy to work together and get along |
| | Serve Others | is the need to help and assist other people through work |
| Support | Fair Policies | is the need to be treated fairly in the workplace. |
| | Supportive Supervision | is the need for strong human-relation support and backing from one's supervisor. |
| | Professional Supervision | is the need for strong technical and professional guidance/training from one's supervisor. |
| Working Condition | Activity | is the need to be "busy" at work and be engaged in actions and tasks constantly. |
| | Compensation | is the need to be "well-paid" and have a high level of income and compensation in compared with other workers. |
| | Independence | is the need to work on one's own to complete tasks without having to rely on other people. |
| | Job Security | is the need for stable employment and good protection from risk that might threaten employment and compensation. |
| | Variety | is the need to be engaged in diverse tasks and activities in everyday work. |
| | Work Conditions | is the need to have a comfortable and well-designed work space and environment. |

*My Work Values* Game Online Report

# World:

## Career Information

Career and life planning involves finding pathways and opportunities that allow individuals to make the best use of their qualities and orientations. In the 21st century where places and people are closely connected, young people have to adopt an "**Global**" outlook and be encouraged to explore life and career opportunities in nearby regions and around the world.

Career information in "***Portfolio***" are organised based on the model of career interest by John Holland. Career interest and the world of work are organised into 6 different themes of Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. If you have already completed the career development survey earlier you should have some information about your interest and the interest profile could guide your exploration. Otherwise, feel free to look into the occupational briefs and videos as your interest guides you.



# Empowered:

## My E-lesson

**My E-lesson** aims to equip students with necessary career development competencies to plan their future educational and career pathways. Through the use of ***My Life Planning Portfolio***, students may complete their take-home exercises easily. Upon submission of all their answers, a summary named "**Footprints Report**" can be generated out of the system for students to have an overview of their thought process, which will help them with career planning and decision making in life.

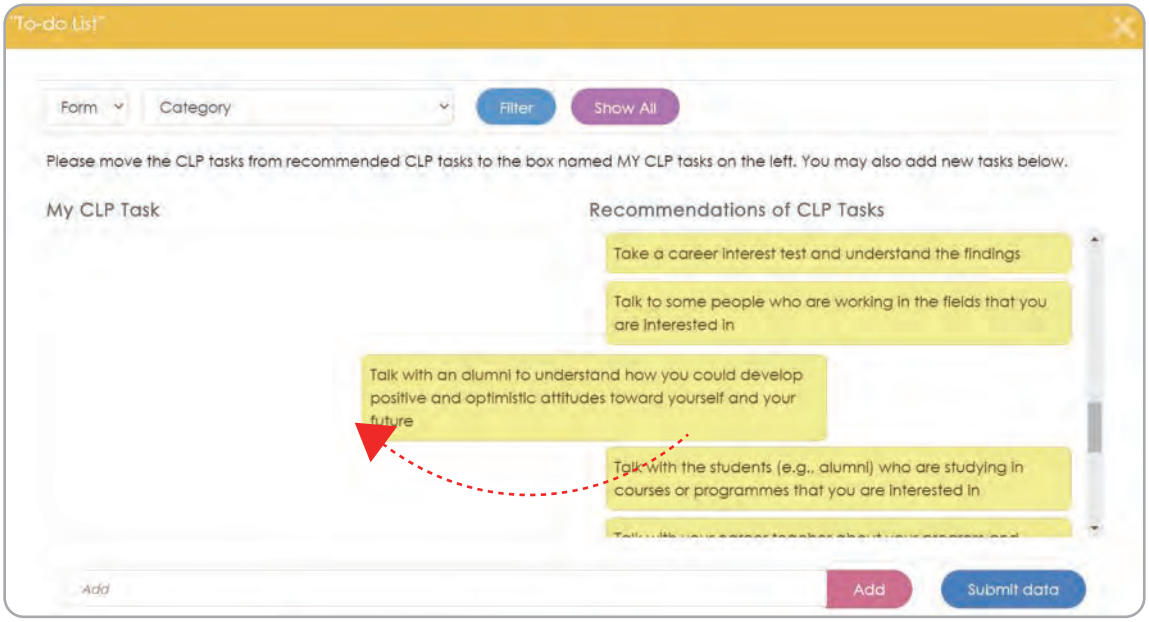
**My E-lesson** provides a rich online learning environment to students by involving them in other various functions of the platform (e.g., My Gallery) so that their e-learning experiences can be enriched.



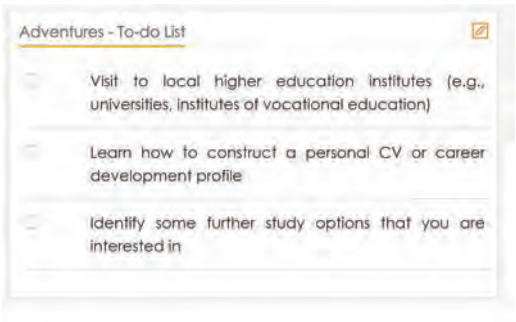
# Passion to action:

## Adventures - To-do List

Everyone is different but there are many life and career pathways available to each person if we open our eyes to the possibilities. If we are willing to take some risks and actions we can turn career and life planning from an obligation to an exiting "**Adventures**". Here, we suggest a number of possible actions that secondary students could take to engage in the "**Adventures**". You should also identify actions you want to take in your adventures, and to enjoy the process of discovering more about your "**Voices**" and the "**World**" and where you can find meaning, satisfaction, and success.




## To-do List




1. In the top right hand corner, click "  " icon.
2. Enter a task, and click "**Add**".
3. When you complete the editing, click "**Submit Data**".

## My To-do List

### Engagement

- ☑ Participate in activities or events (in or outside school) connected to your career and life interest
- ☑ Talk with an alumni to understand how you could develop positive and optimistic attitudes toward yourself and your future
- ☑ Participate in career and life planning class/lesson

### Self-understanding

- ☑ Take a career interest test and understand the findings
- ☑ Visit some workplaces that are connected to your career interests
- ☑ Identify some career options that you are interested in
- ☑ Identify some further study options that you are interested in
- ☑ Review your experiences and identify some skills that you are proud of

### Career and Pathway Exploration

- ☑ Talk to some people who are working in the fields that you are interested in
- ☑ Learn how to make life and career decisions (e.g., through reading or talking with someone you trust, participating in career and life planning class, etc.)
- ☑ Visit to local higher education institutes (e.g., universities, institutes of vocational education)
- ☑ Conduct information search related to career options that you are interested in (e.g., labour market information, job requirements, career prospects, etc. )
- ☑ Participate in workplace attachment or internship programmes
- ☑ Write down the main things you want to accomplish in life (e.g., short-term and long-term goals)
- ☑ Talk with the students (e.g., alumni) who are studying in courses or programmes that you are interested in
- ☑ Conduct information search related to the further study options that you are interested in (e.g., programme content, admission requirements, skills development, career options, etc.)
- ☑ Write down what you would like to accomplish at work (short-term and long-term goals)

### Planning and Career Management

- ☑ Talk with your career teacher about your progress and needs related to career and life planning
- ☑ Participate in a mock interview training (for further studies or employment)
- ☑ Understand the typical career paths of the occupations that you are interested in
- ☑ Share with your parents/guardians about your career and life plans (and your dreams for the future)
- ☑ Identify some values, attitudes, skills and knowledge required in a workplace you are interested in
- ☑ Learn how to construct a personal CV or career development profile

# Passion to action:

## Career Adventure Report

**Career Adventure Report** is a self-reflective tool that helps you review your progress on completing career development tasks that are typical to senior secondary students. Through "**tracking**" your progress on completing these tasks you could know your readiness to face different career and life planning challenges ahead. The tasks included in the **Career Adventure Report** are divided into four categories of career and life planning activities and skills:

### 1. Mobilizing my Passion (Engagement)

- Engage in new experiences
- Extend one's connections with others and with the community
- Maintain interest to participate in activities related to career and life planning

### 2. Understanding my Voices (Self-Understanding)

- Know who one is and one's hopes and dreams about work and life
- Engage in self-reflection and self-enhancement activities
- Connect self-knowledge with pathway options

### 3. Knowing the World (Career and Pathway Exploration)

- Know how to explore multiple pathways and multiple forms of work and career
- Know how to compare and prioritise pathway alternatives
- Know how to set career and life goals

### 4. Be Empowered (Planning and Career Management)

- Gain support and opportunities, and overcome obstacles to achieve career and life goals
- Manage career transition and development
- Set priority for a personalised work-life mix

There are many activities and tasks listed on the Career Adventure Report and most students complete them during their senior secondary school years (F4 to F6). Please note the following:

1. To start your Career Adventure Report please enter the school years of your senior secondary study period (i.e., the year you start F4 and the year you depart school in F6).

2. Before you indicate in the Report the tasks you have already completed, please review each of the items to understand what activities and tasks they refer to. This will give you a sense of what is expected from a senior secondary student like yourself on career and life planning.

3. Discuss with your teachers if you want to know more about the tasks and activities listed in the Report or if you need support to complete the tasks.

4. If you have completed a task listed on the Report, you should indicate with a "tick." For some of the tasks more than 1 engagement with the tasks are required for full completion.

5. You are encouraged to review and update the Report periodically, or at least once during each of your senior secondary year. This will help to track your progress on completing the career development tasks.

6. In order to acknowledge your efforts and achievement, you will receive a digital award for completing each of the tasks listed in the Report.

7. You are encouraged to write down brief reflections and future plan in the designated space in the Report to facilitate self-understanding and purposeful actions.

8. You are encouraged to share the Report with trusted teachers (e.g., class or career teachers) periodically to inform them of your progress, and to get their support and feedback.

9. You are also encouraged to share the Report with your parent and to explain to them what you have done to map out your career and life plans.

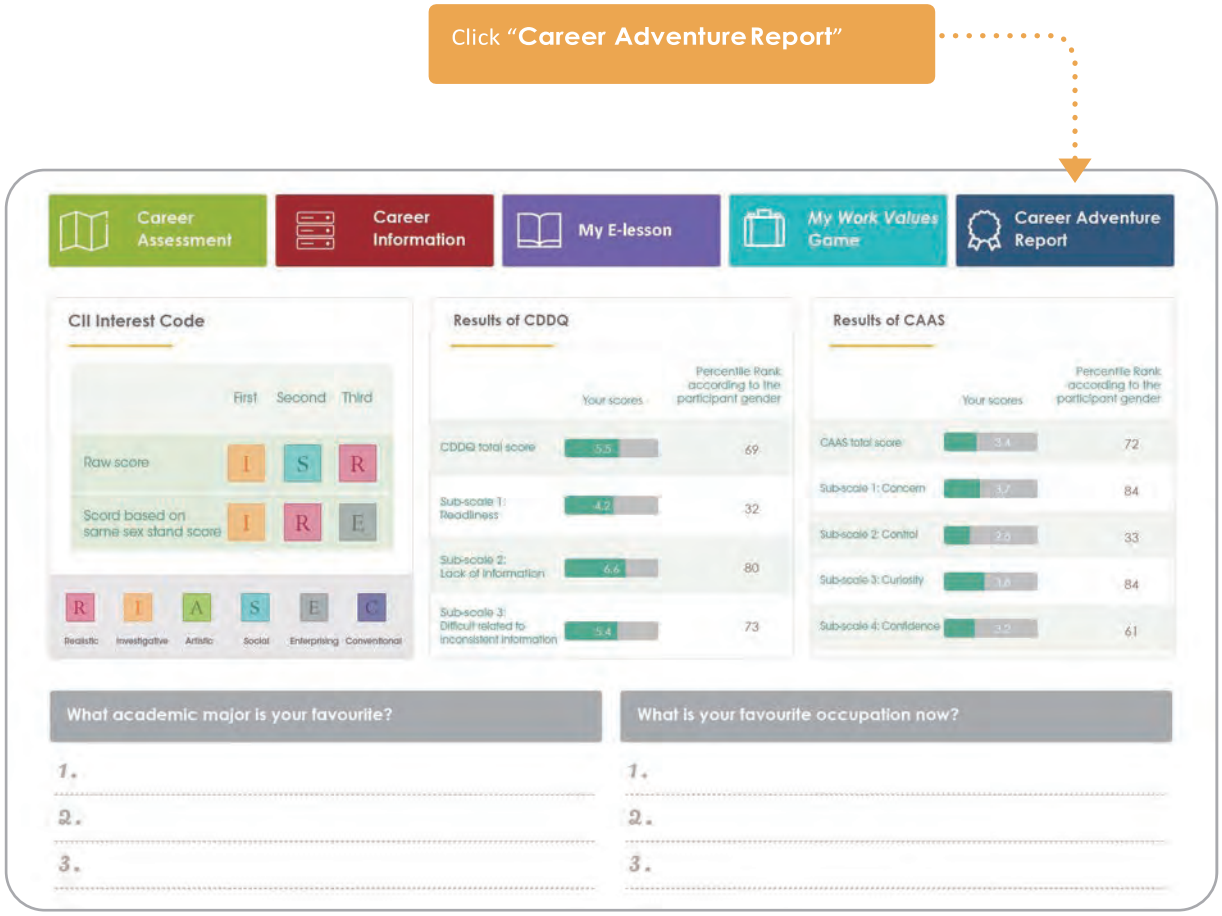
10. We hope that by F6, you can complete all the tasks listed on the Report. Completing the tasks means that you are more likely to have the mindset and skills required to face the career and life planning challenges ahead.

# Steps to Update the Career Adventure Report

## Step 1

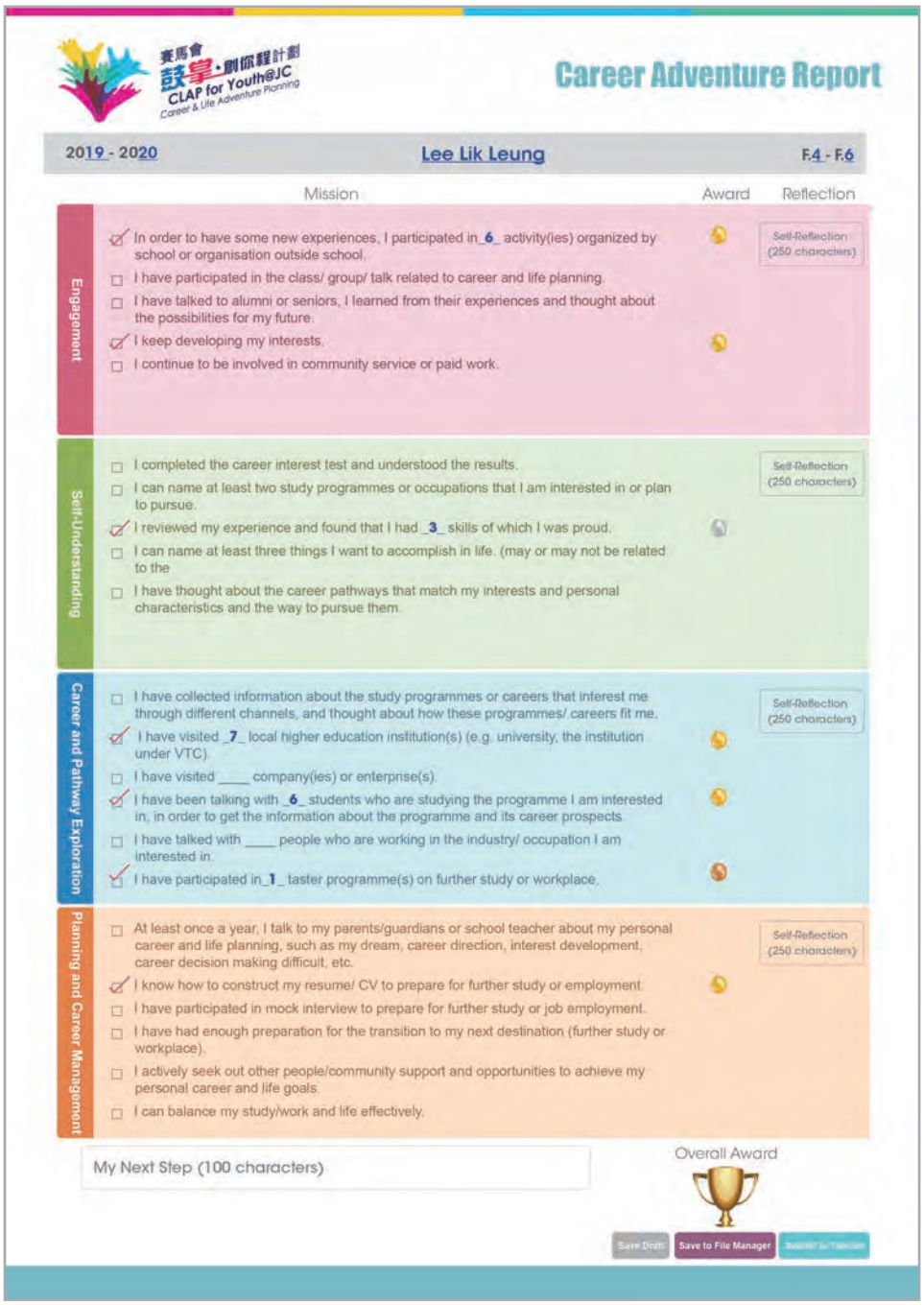
Login to Student Portfolio Account.

Click "**Career Adventure Report**" button.



## Step 2

You can update the lists, and click the "**Save Draft**", "**Save to File Manager**" and "**Submit to Teacher**" button.



## Step 3

In the left sidebar menu, select "**File Manager**". The Career Adventure Report is stored in the "**File Manager**".



## Career Adventure Report Sample



賽馬會 鼓掌·創你程計劃
CLAP for Youth@JC
Career & Life Adventure Planning

Lee Lik Leung
**Career Adventure Report**

2016-2019 F.4 - F.6

| | Mission | Award |
|---|---|---|
| **Engagement** | | |
| | ☑ In order to have some new experiences, I participated in _1_ activity(ies) organized by school or organisation outside school. | |
| | ☑ I have participated in the class/ group/ talk related to career and life planning. | |
| | ☑ I have talked to alumni or seniors, I learned from their experiences and thought about the possibilities for my future. | |
| | ☑ I keep developing my interests. | |
| | ☑ I continue to be involved in community service or paid work. | |
| **Self-Understanding** | | |
| | ☑ I completed the career interest test and understood the results. | |
| | ☑ I can name at least two study programmes or occupations that I am interested in or plan to pursue. | |
| | ☑ I reviewed my experience and found that I had _4_ skills of which I was proud. | |
| | ☑ I can name at least three things I want to accomplish in life. (may or may not be related to the career). | |
| | ☑ I have thought about the career pathways that match my interests and personal characteristics and the way to pursue them. | |
| **Career and Pathway Exploration** | | |
| | ☑ I have collected information about the study programmes or careers that interest me through different channels, and thought about how these programmes/ careers fit me. | |
| | ☑ I have visited _3_ local higher education institution(s) (e.g. university, the institution under VTC). | |
| | ☑ I have visited _3__ company(ies) or enterprise(s). | |
| | ☑ I have been talking with _1__ students who are studying the programme I am interested in, in order to get the information about the programme and its career prospects. | |
| | ☑ I have talked with _8_ people who are working in the industry/ occupation I am interested in. | |
| | ☑ I have participated in _8_ taster programme(s) on further study or workplace. | |
| **Planning and Career Management** | | |
| | ☑ At least once a year, I talk to my parents/guardians or school teacher about my personal career and life planning, such as my dream, career direction, interest development, career decision making difficult, etc. | |
| | ☑ I know how to construct my resume/ CV to prepare for further study or employment. | |
| | ☑ I have participated in mock interview to prepare for further study or job employment. | |
| | ☑ I have had enough preparation for the transition to my next destination (further study or workplace). | |
| | ☑ I actively seek out other people/community support and opportunities to achieve my personal career and life goals. | |
| | ☑ I can balance my study/work and life effectively. | |

My Next Step

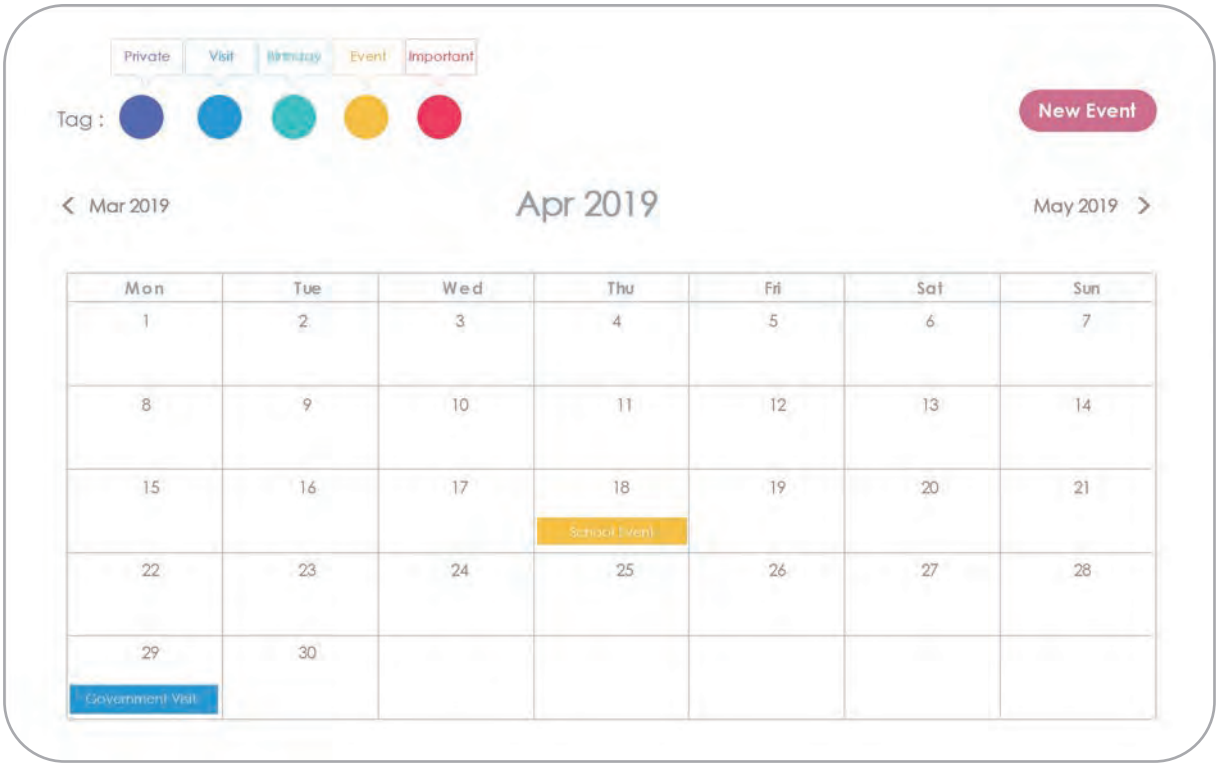
Teacher's Comment

Overall Award

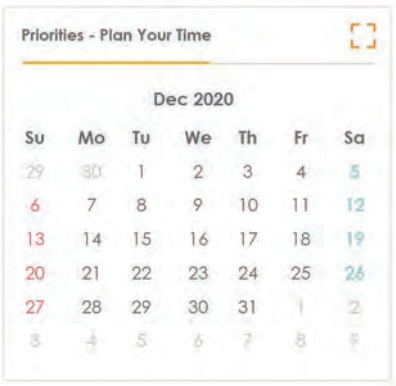
# Passion to action:

## Priorities - Plan Your Time

Career and life planning is about planning your priorities, including your time. We should invest our time into tasks and activities that are most important because time is limited. The feature of "***Portfolio***" allows you to schedule upcoming activities including those related to career and life planning.




## Add New Event




1. In the top right hand corner of Calendar, click the " " icon.
2. Then click the "**New Event**" button.
3. Add a title and details to the event.
4. At the bottom of the page, click "**Save**".

# PERSONALISED YOUR CAREER DEVELOPMENT PROFILE

# FUTURE READY

In order to get yourself ready for the future, you need to connect your discoveries about yourself and your unique experiences into a unified picture with connected themes (you can call this your "**Career Development Story**"). This story will serve as a guide in your career development adventure. It can help you to explain to others (e.g., potential employers) your strengths and life directions. Your career development story will continue to unfold and new chapters will be written as you progress in your career development journey.

The following tool is developed to get you ready for the future:

- Shine • My Profile

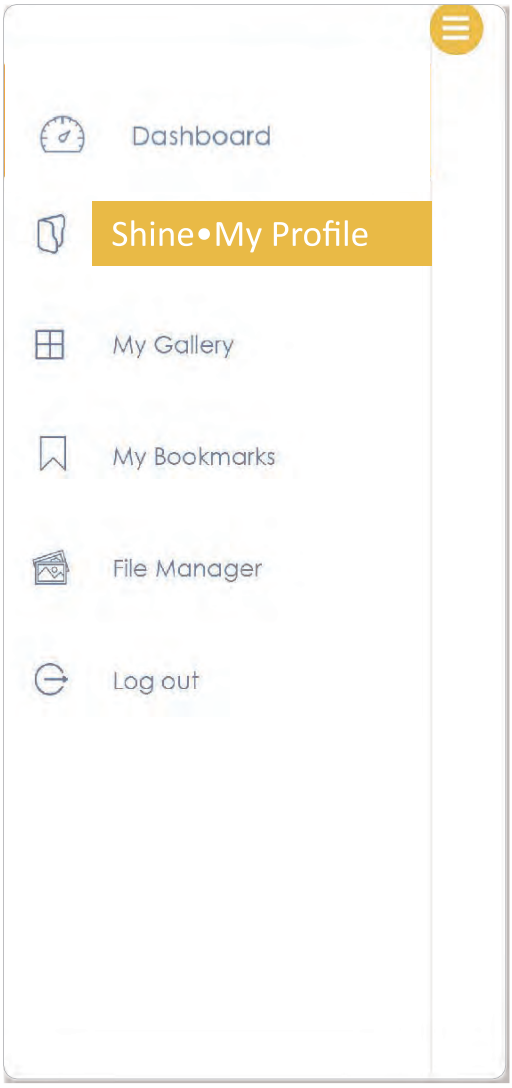


# Shine•My Profile

**Shine•My Profile** is a working document or story about your career development that you could construct and re-construct, edit and re-edit whenever you gained new insights about your past and present experiences. These experiences have allowed you to develop valuable qualities, interests, strengths, and different "**Shining Points**".These "**Shining Points**" are foundations of your life and career goals. You could identify these "**Shining Points**" through following the step-by-step guidance from the system. The cumulative content in **Shine•My Profile** could be printed out when a need arises.

## Login to Student Account

1. Login to student account.
2. In the left sidebar menu, select "**Shine•My Profile**"



# Steps to Create Shine • My Profile

## Step 1

Choose a **"Shine"** template.

Choose a layout from the existing options and click the "**Save and continue**" button.

Please choose a "**Shine**" template







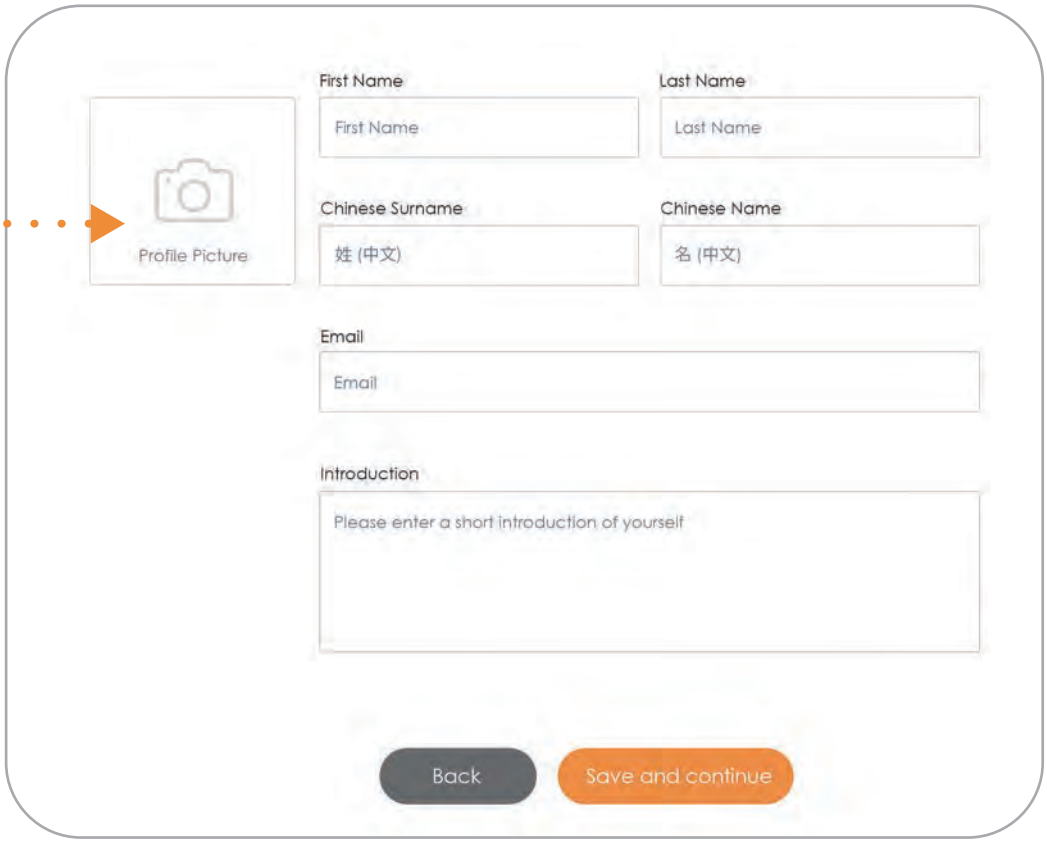



Back | Save and continue

## Step 2

**Who am I**

You can enter your personal information and click the "**Save and continue**" button.



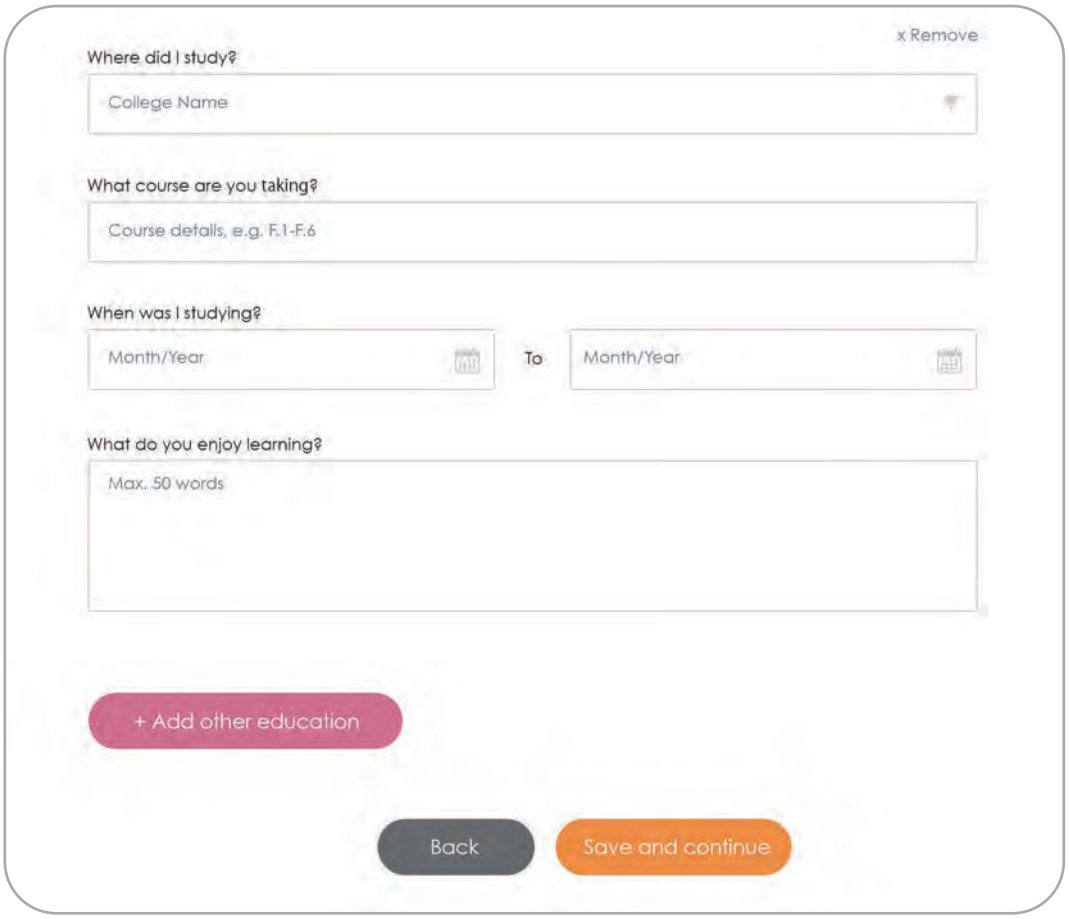

## Upload Your Profile Picture

1. In the top left corner, mouse over your profile picture, and click picture icon.
2. "**Select**" or "**upload**" a new picture.

## Step 3

### What do I Enjoy Learning

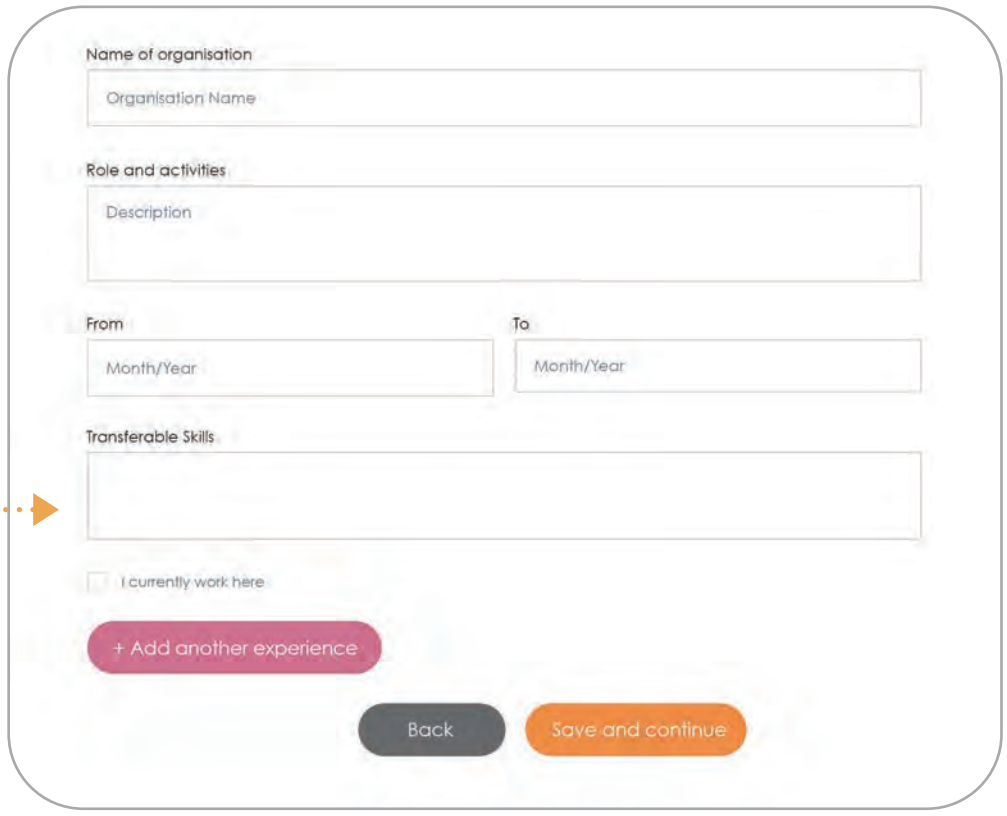
You can enter your education history record and click the "**Save and continue**" button.



## Step 4

**My Skills and Strengths**

You can identify your skills and strengths from different life experiences, including paid (formal work) and non-paid experiences (e.g., volunteering and service to others). Please enter all the experiences you want to include and then click the "**Save and continue**" button.




## Transferable Skills

Transferable skills are the skills you have acquired and can be transferred to future employment settings. These skills are the versatile skill sets that you can continue to apply in different fields and settings.

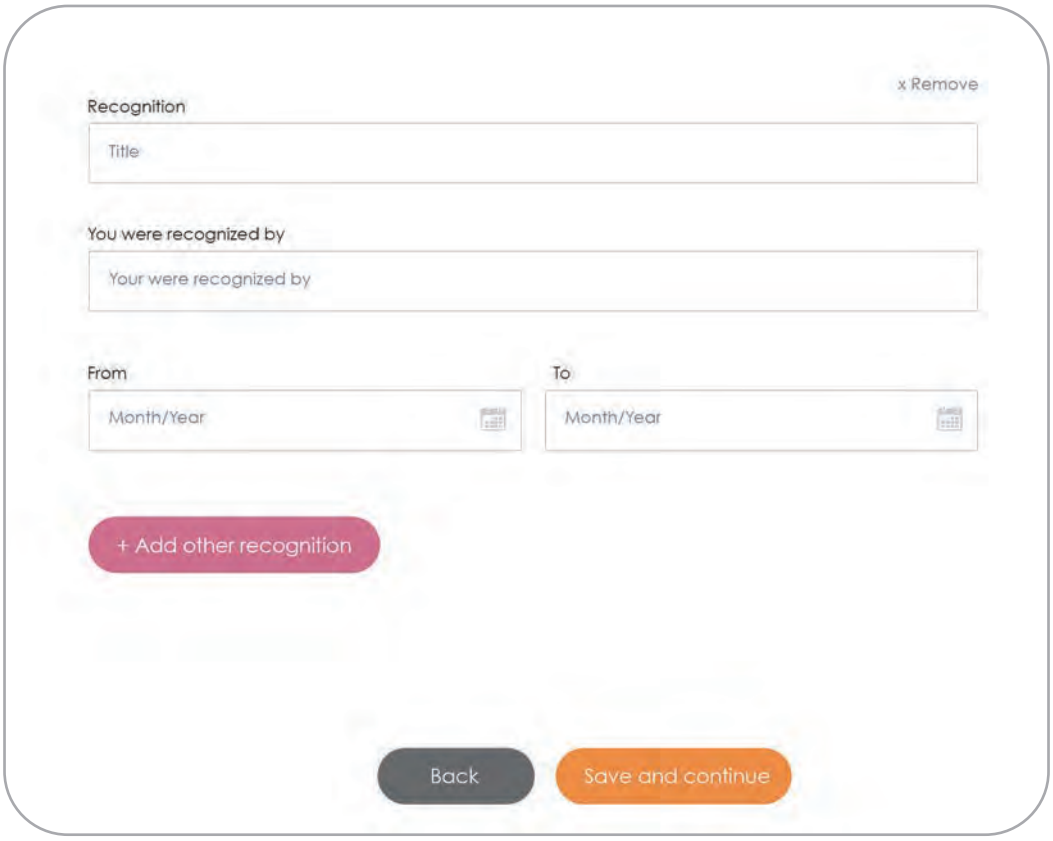
## Transferable Skills List

- Analysing and comparing data
- Appreciate others, willing to share credits with others
- Assembling together
- Attending to details
- Building or constructing
- Calculating, computing
- Caring and serving others
- Caring for the needs of others
- Carrying/Moving things
- Collecting and classifying data
- Composing music
- Conveying empathy
- Conveying feelings and thoughts through body, face, and voice tone
- Conveying feelings and thoughts through drawing or paintings
- Conveying feelings and thoughts through words/ essays
- Coordinating eye-hand motions
- Counselling others, giving advice
- Creating a model or sculpture
- Dealing creatively with colours
- Dealing creatively with space/face/shape, such as taking photos
- Decorating a room/building or space
- Developing good relationship with others
- Diagnosing
- Drawing out others to share and express
- Encouraging and motivating others
- Examining/Evaluating data/people/things
- Expressing ideas in words/numbers/ symbols
- Filing, storing, and retrieving data/materials
- Following instructions or set plans to complete a task
- Having good memory
- Growing plants
- Handling detailed data and information
- Initiating a new project
- Installing parts
- Inventing/Create new idea[s]/thing[s]
- Keeping financial records, bookkeeping
- Leading a meeting/gathering
- Leading/Directing others
- Listening
- Making decision
- Managing others/project
- Operating a machine/tool
- Organise a group
- Persuading others to agree to a viewpoint
- Planning a budget
- Problem-solving
- Processing and organizing data
- Promoting changes
- Raising animals
- Reasoning or thinking logically
- Recognizing/Evaluating things through an artistic perspective
- Recording information accurately
- Repairing something
- Selling a product
- Singing or playing musical instrument[s]
- Speaking in front of a group, expressing your viewpoints
- Taking inventory
- Taking risks
- Teaching others
- Working/Operating outdoors
- Others

## Step 5

**Recognition**

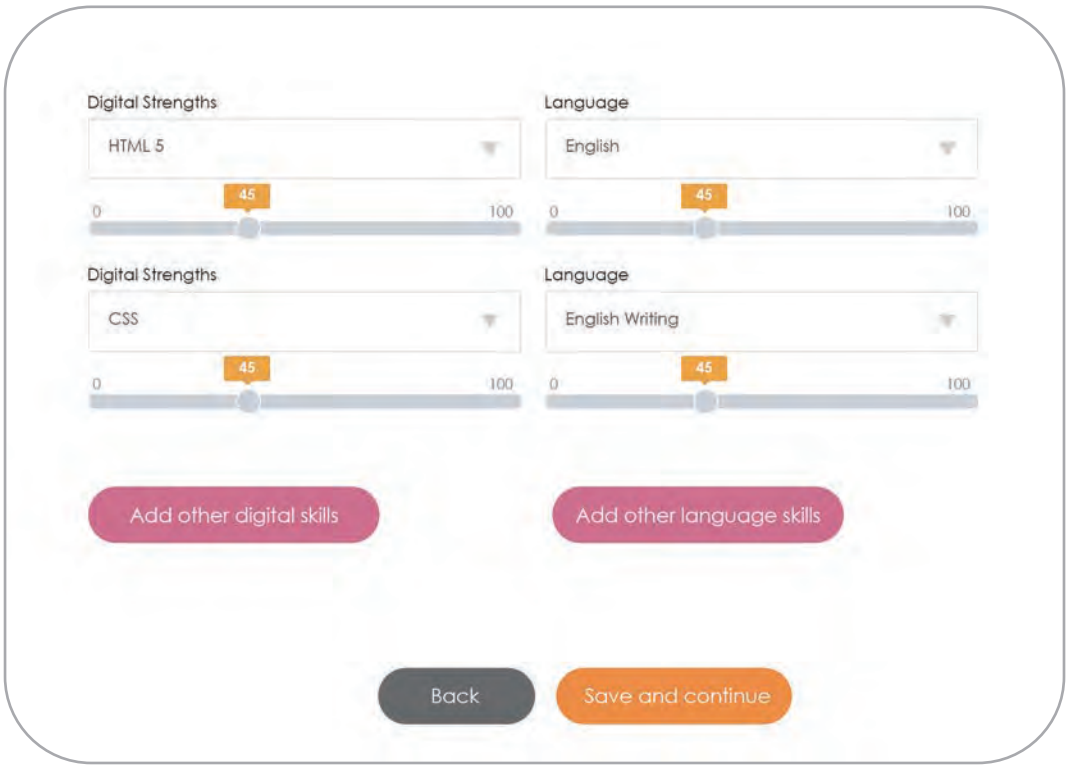
Recognition includes not only special achievements and awards you received, but also instances when you are recognised for reaching stated goals or objectives. Please enter those experiences in the section below.



## Step 6

### My Digital and Language Strengths

Select your language and skills level and click the "**Save and continue**" button.



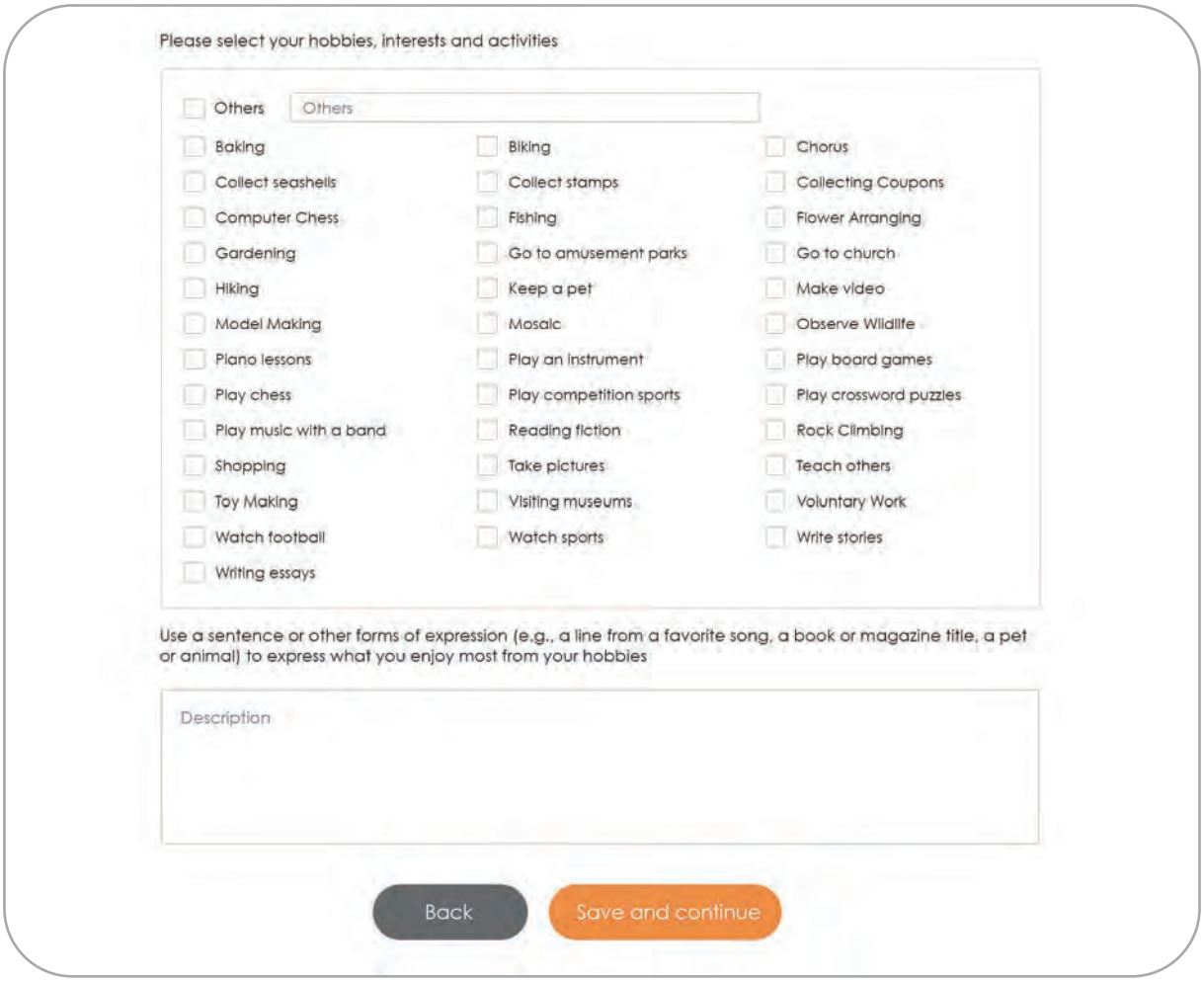
## Digital Strengths List

- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign
- Adobe Dreamweaver
- Android
- Cloud File Management
- Computer Graphic Design
- Digital Presentation
- Email Organization
- Facebook
- Google Docs
- Google Sheets
- Google Slides
- Instagram
- Internet Research
- IOS
- Keynote
- Linux
- Microsoft Excel
- Microsoft Power-point
- Microsoft Word
- Numbers
- Pages
- Pinterest
- Prezi
- Search Engine
- Twitter
- YouTube
- Website Development
- Window

## Step 7

### My Hobbies

Select your hobbies, interests and activities.Then, click the "**Save and continue**" button.



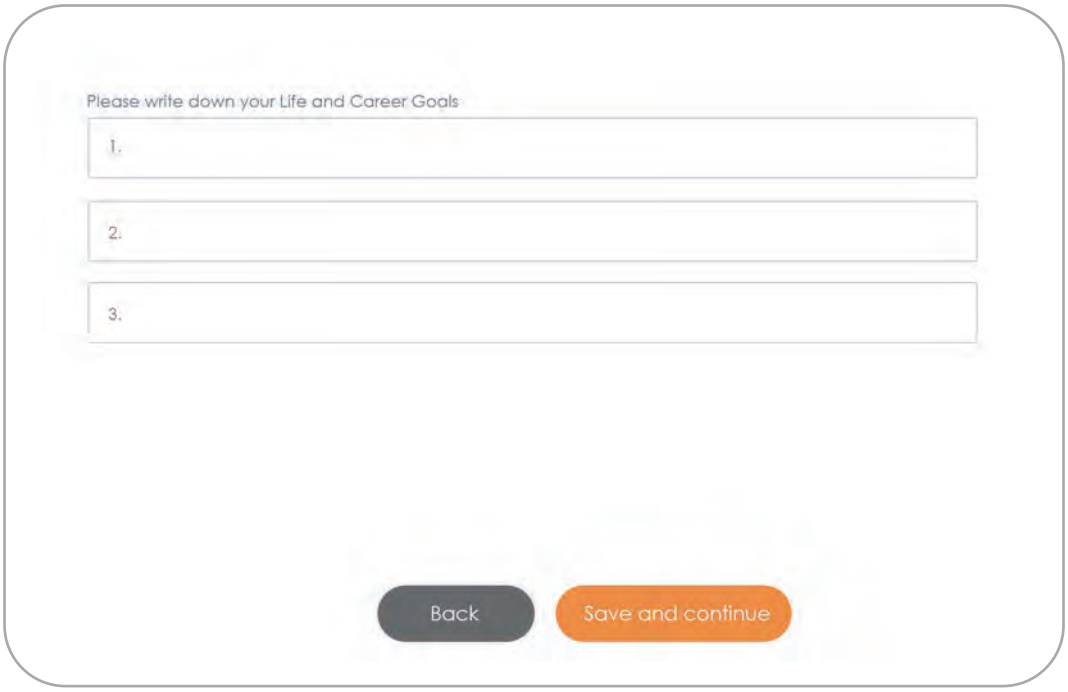
## Hobbies List

- Baking 
- Biking 
- Chorus 
- Collect seashells 
- Collect stamps 
- Collecting coupons 
- Computer chess 
- Fishing 
- Flower arranging 
- Gardening 
- Go to amusement parks 
- Go to church 
- Hiking 
- Keep a pet 
- Make video 
- Model making 
- Mosaic 
- Observe wildlife 
- Piano lessons 
- Play an instrument 
- Play board games 
- Play chess 
- Play competition sports 
- Play crossword puzzles 
- Play music with band 
- Read fiction 
- Rock climbing 
- Shopping 
- Take pictures 
- Teach others 
- Toy making 
- Visiting museums 
- Voluntary works 
- Watch sports 
- Water sports 
- Write essays 
- Write stories 

## Step 8

### My Life and Career Goals

You can set your career goals and click the "**Save and continue**" button.




- Goal-setting is an important step in career development
- After you set your goals, you should identify actions and steps you can take to actualise your goals
- Without life and career goals you will not have a sense of direction. Without actions you can never achieve you career and life goals
- You can review the "**Adventures - To-Do List**" function in the "***Portfolio***" system to identify examples of actions you can take
- Find someone you trust and share with them your goals and actions
- Your goals and actions can always be revised and updated because of new discoveries, opportunities, and insights
- Remember: ***YOU CAN DO IT!***

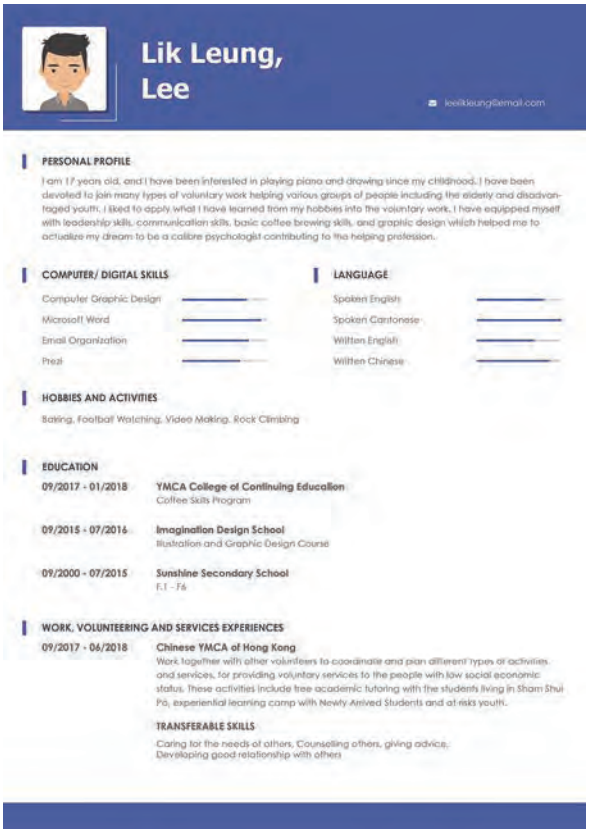
## Step 9

### Edit & Preview

You can always preview the profile to see how it looks like and functions.



## Shine • My Profile Sample



**Lik Leung, Lee**

leeliklueng@email.com

**PERSONAL PROFILE**

I am 17 years old, and I have been interested in playing piano and drawing since my childhood. I have been devoted to join many types of voluntary work helping various groups of people including the elderly and disadvantaged youth. I liked to apply what I have learned from my hobbies into the voluntary work. I have equipped myself with leadership skills, communication skills, basic coffee brewing skills, and graphic design which helped me to actualize my dream to be a calibre psychologist contributing to the helping profession.

**COMPUTER/ DIGITAL SKILLS**

- Computer Graphic Design
- Microsoft Word
- Email Organization
- Prezi

**LANGUAGE**

- Spoken English
- Spoken Cantonese
- Written English
- Written Chinese

**HOBBIES AND ACTIVITIES**

Baking, Football Watching, Video Making, Rock Climbing

**EDUCATION**

09/2017 - 01/2018 **YMCA College of Continuing Education**
Coffee Skills Program

09/2015 - 07/2016 **Imagination Design School**
Illustration and Graphic Design Course

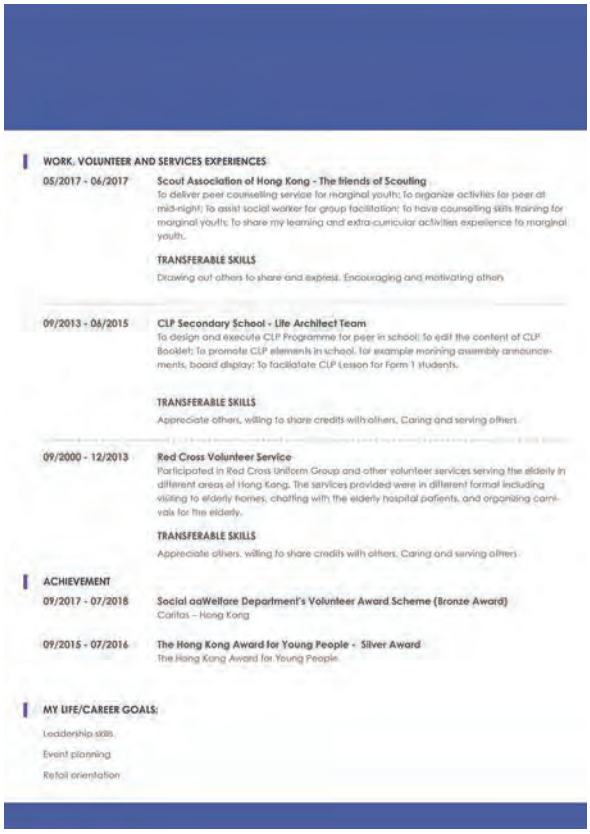
09/2000 - 07/2015 **Sunshine Secondary School**
F.1 - F6

**WORK, VOLUNTEERING AND SERVICES EXPERIENCES**

09/2017 - 06/2018 **Chinese YMCA of Hong Kong**
Work together with other volunteers to coordinate and plan different types of activities and services, for providing voluntary services to the people with low social economic status. These activities include free academic tutoring with the students living in Sham Shui Po, experiential learning camp with Newly Arrived Students and at-risks youth.

**TRANSFERABLE SKILLS**

Caring for the needs of others, Counselling others, giving advice, Developing good relationship with others



**WORK, VOLUNTEER AND SERVICES EXPERIENCES**

05/2017 - 06/2017 **Scout Association of Hong Kong - The friends of Scouting**
To deliver peer counselling service for marginal youth; To organize activities for peer at mid-night; To assist social worker for group facilitation; To have counselling skills training for marginal youth; To share my learning and extra-curricular activities experience to marginal youth.

**TRANSFERABLE SKILLS**

Drawing out others to share and express. Encouraging and motivating others

09/2013 - 06/2015 **CLP Secondary School - Life Architect Team**
To design and execute CLP Programme for peer in school; To edit the content of CLP Booklet; To promote CLP elements in school, for example morining assembly announcements, board display; To facilitate CLP Lesson for Form 1 students.

**TRANSFERABLE SKILLS**

Appreciate others, willing to share credits with others, Caring and serving others

09/2000 - 12/2013 **Red Cross Volunteer Service**
Participated in Red Cross Uniform Group and other volunteer services serving the elderly in different areas of Hong Kong. The services provided were in different formal including visiting to elderly homes, chatting with the elderly hospital patients, and organizing carnivals for the elderly.

**TRANSFERABLE SKILLS**

Appreciate others, willing to share credits with others, Caring and serving others

**ACHIEVEMENT**

09/2017 - 07/2018 **Social aaWelfare Department's Volunteer Award Scheme (Bronze Award)**
Caritas – Hong Kong

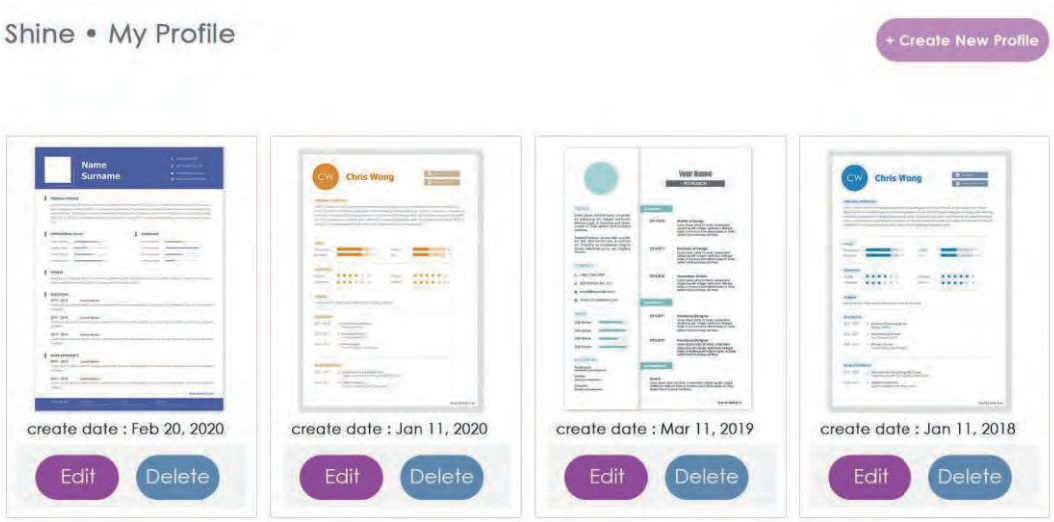
09/2015 - 07/2016 **The Hong Kong Award for Young People - Silver Award**
The Hong Kong Award for Young People

**MY LIFE/CAREER GOALS:**

Leadership skills
Event planning
Retail orientation

## Shine • My Profile Folder

**Shine • My Profile** is where you can manage all your "**Shine**" profile files.




# Delete file from Shine • My Profile Folder

1. You can permanently delete any profile from your "**Shine • My Profile**" Folder.
2. Next, using your mouse, hover over any of the profile files that you wish to remove from your "**Shine • My Profile**" Folder.
3. Click on the "**Delete**" button to remove the profile.
4. Done!

# PERSONALISED GALLERY

## Steps to Create Your Gallery

The "**Gallery**" is your career development story in multi-media format. The pictures and multi-media collection is a way of expressing your career and life development in time. You can use the "**Gallery**" function of "***Portfolio***" in at least 2 different ways:

**Update** : Update and revise your multi-media collection when you wish.

**Review** : When you have to review your career and life development, or when you have to make a career and life decision, come to the "**Gallery**" and review images, pictures, or other documents you have collected and see where they pointed you toward.

### Steps by Steps

**Step 1** **Login to student account**

In the left sidebar menu, select "**My gallery**".

**Step 2** **Upload media**

Use the button "**+ Add new media**" to add content to your gallery.
You can click upload files and choose media direct from your computer.

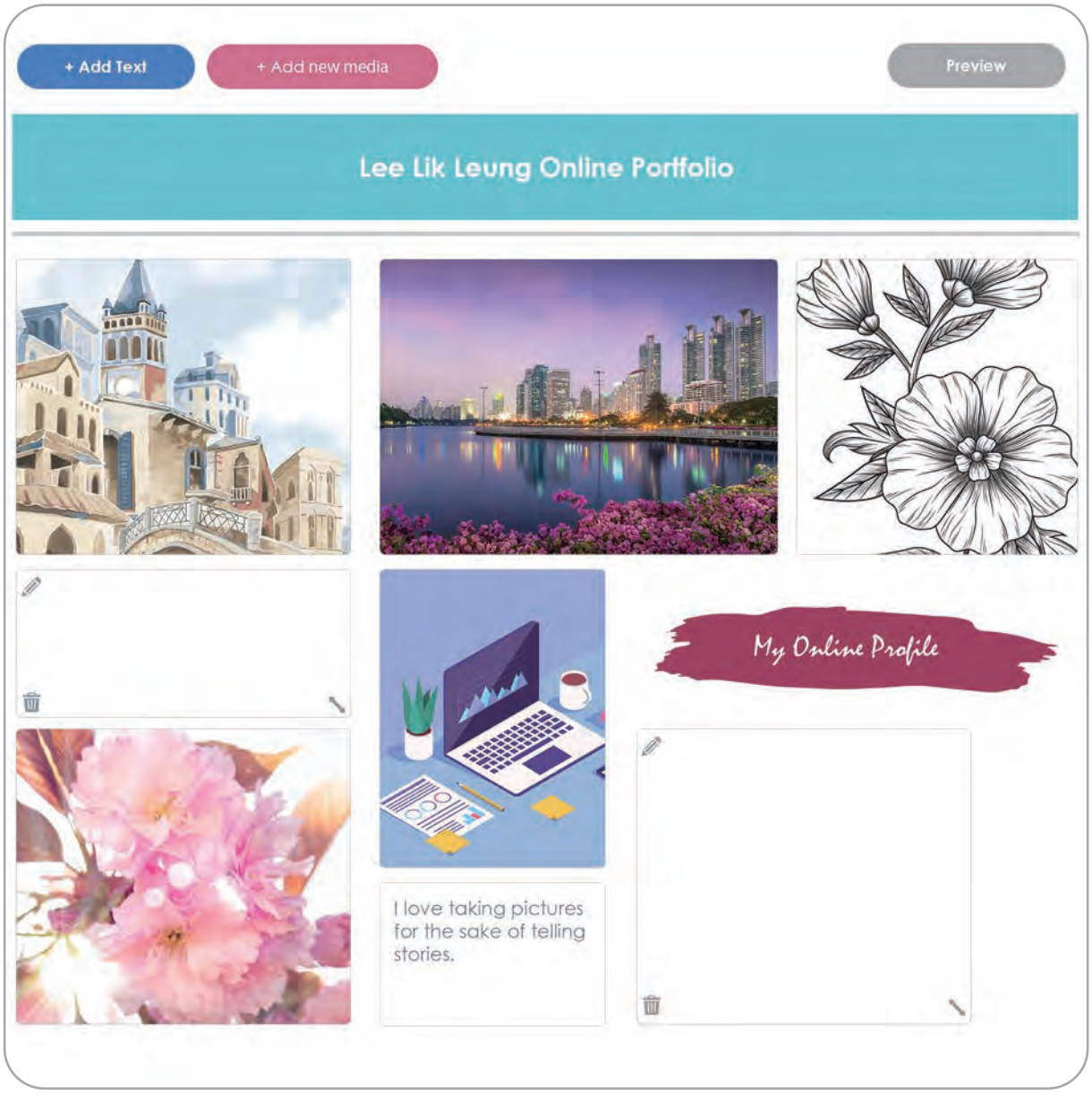
**Step 3** **Add text**

Add a description about your gallery by clicking the "**+ Add Text**" button. You can click the "**Edit Icon**" next to any of the elements and edit the content. You can also drag the media or text to the order you want.

**Step 4** **Save your gallery**

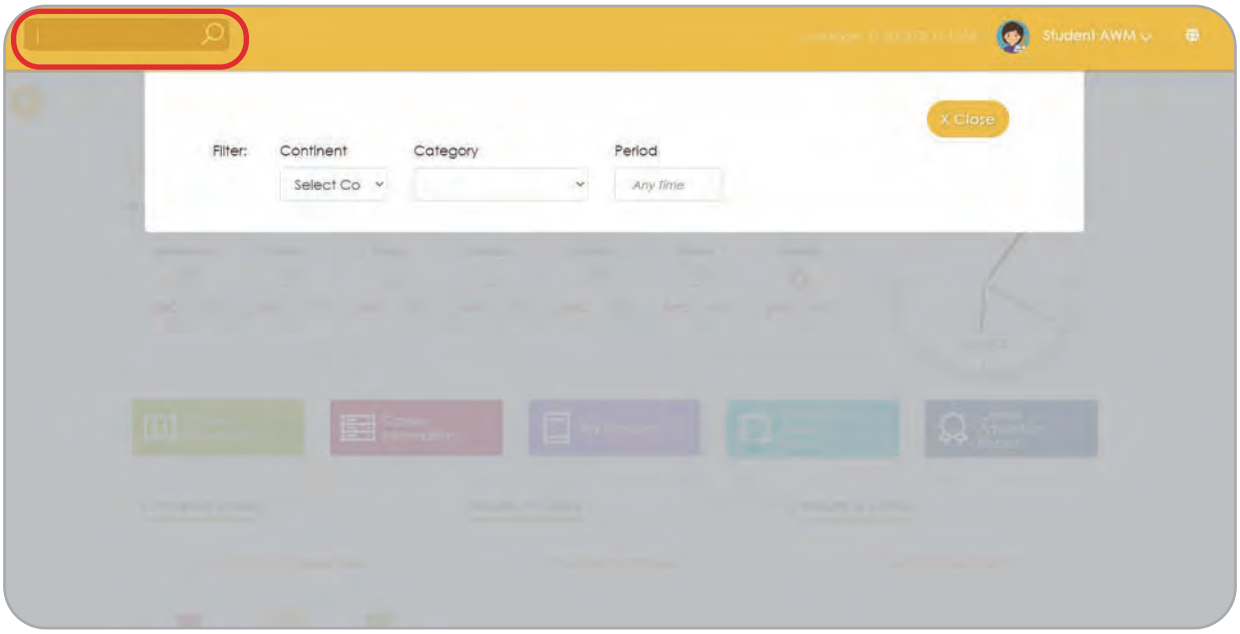
Your gallery is auto saved.

# Sample of the Gallery



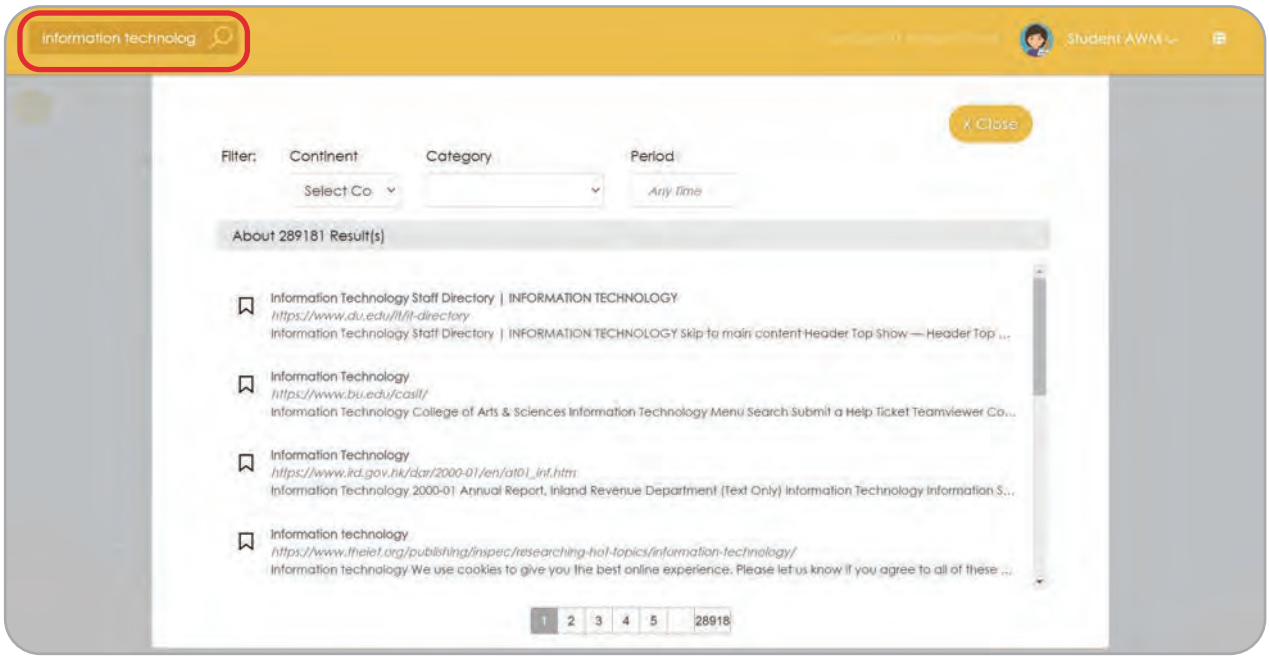
# SEARCH TOOL

The engine search provides a list of results that best match what the user is trying to find. You can save short cuts to your favourite web pages and navigate to them in seconds from anywhere.



## Steps Search Tool

1. Enter the words and filter the result.
2. Click the bookmark icon "🔖" next to the search result. A bookmark will be automatically saved.



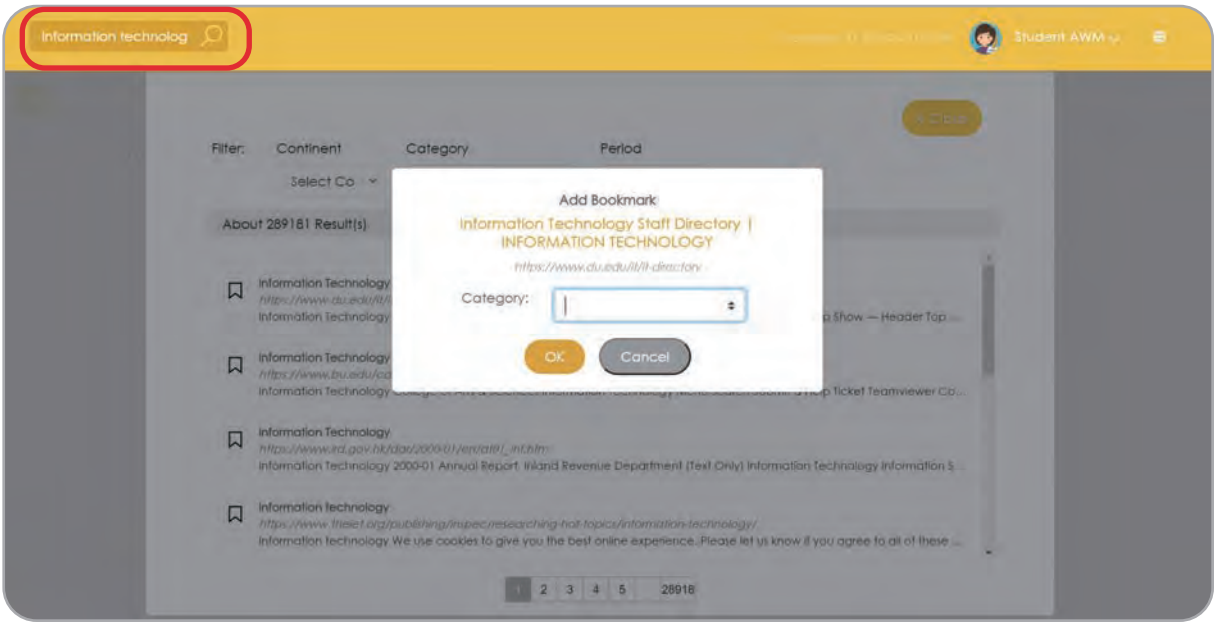
# MY BOOKMARKS

## Add a Bookmark

You can save shortcuts to your favourite webpages and navigate to them in seconds from anywhere.

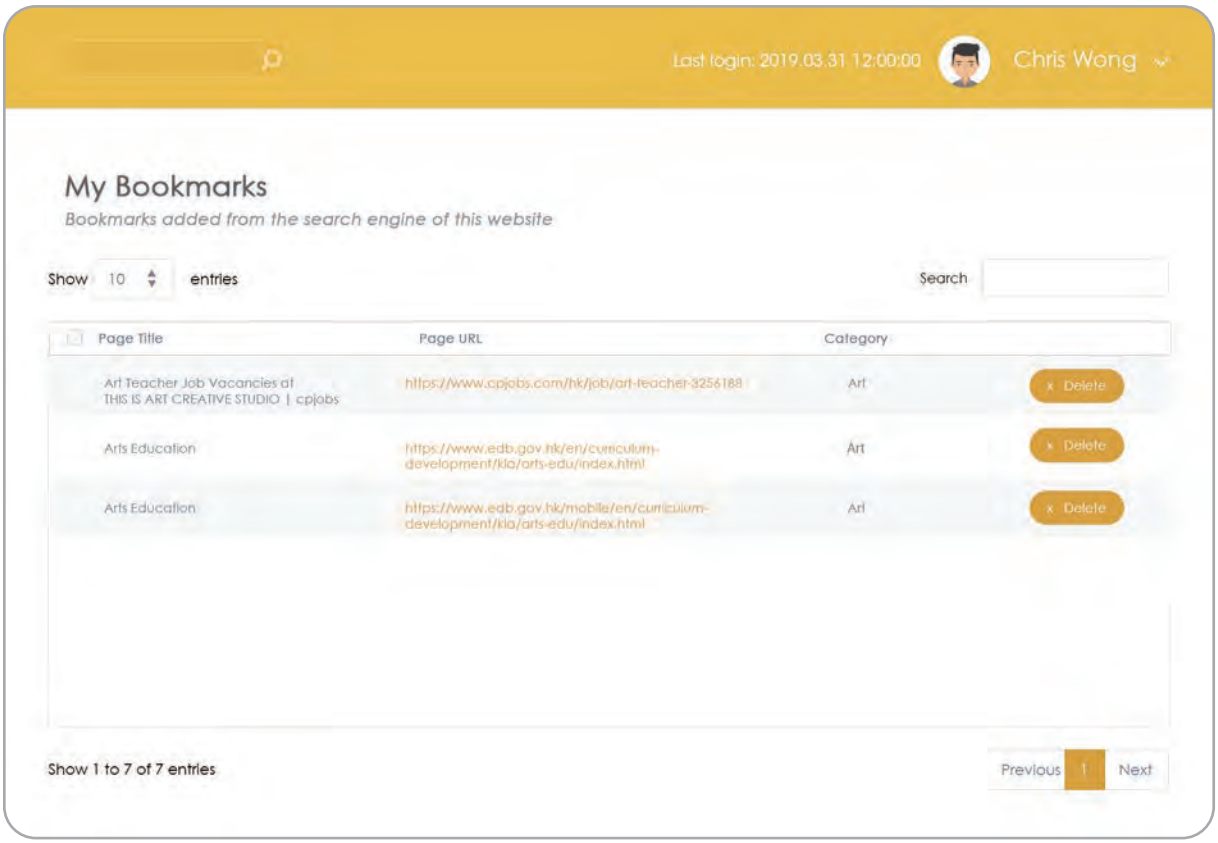
### Step 1 Search the result and add to bookmarks

1. Enter the words and filter the result.
2. Click the bookmark icon " " next to the search result.
3. Input the category, a bookmark will automatically saved.



## Step 2 Preview in My Bookmarks

1. Login to student account.
2. In the sidebar menu, select "**My Bookmarks**".
3. All the bookmarks are listed in the table.



# FILE MANAGER

## Library

File Manager helps users to manage all files easily.  It allows users to move, rename, delete or share files to gallery.

Remark: Storage of 200MB is allocated to each student account.



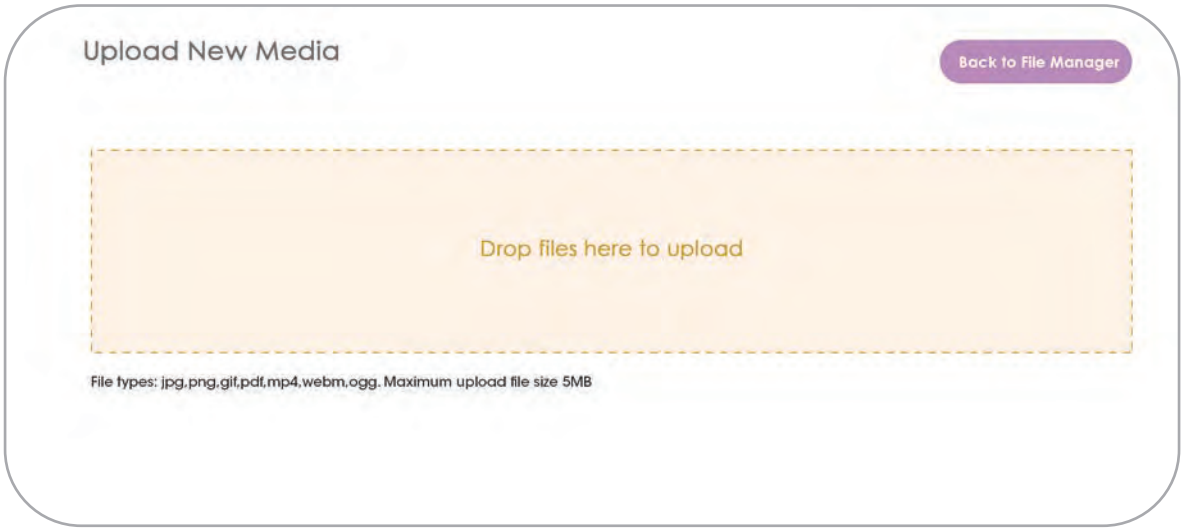

## Add the Media to My Gallery

You can tick the box "**Show in My Gallery**" next to each image that you wish to add to My Gallery.

# Add Media

You can easily embed many different types of media using the Add Media tool.

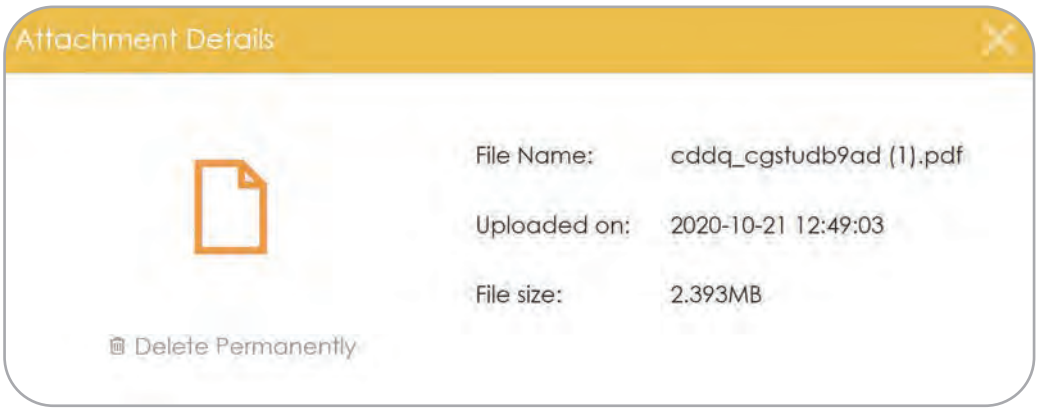
1. Go to "**File Manager**" and click the "**Add New Media**" button.
2. Upload or select the media you want to add to your page.
3. Then click "**Confirm**" button.



# View and delete Media

You can view image details after the image has been added.

1. To view the image, click on the image to open the Attachment Details screen.
2. To remove the image, click the "**Delete Permanently**" button.



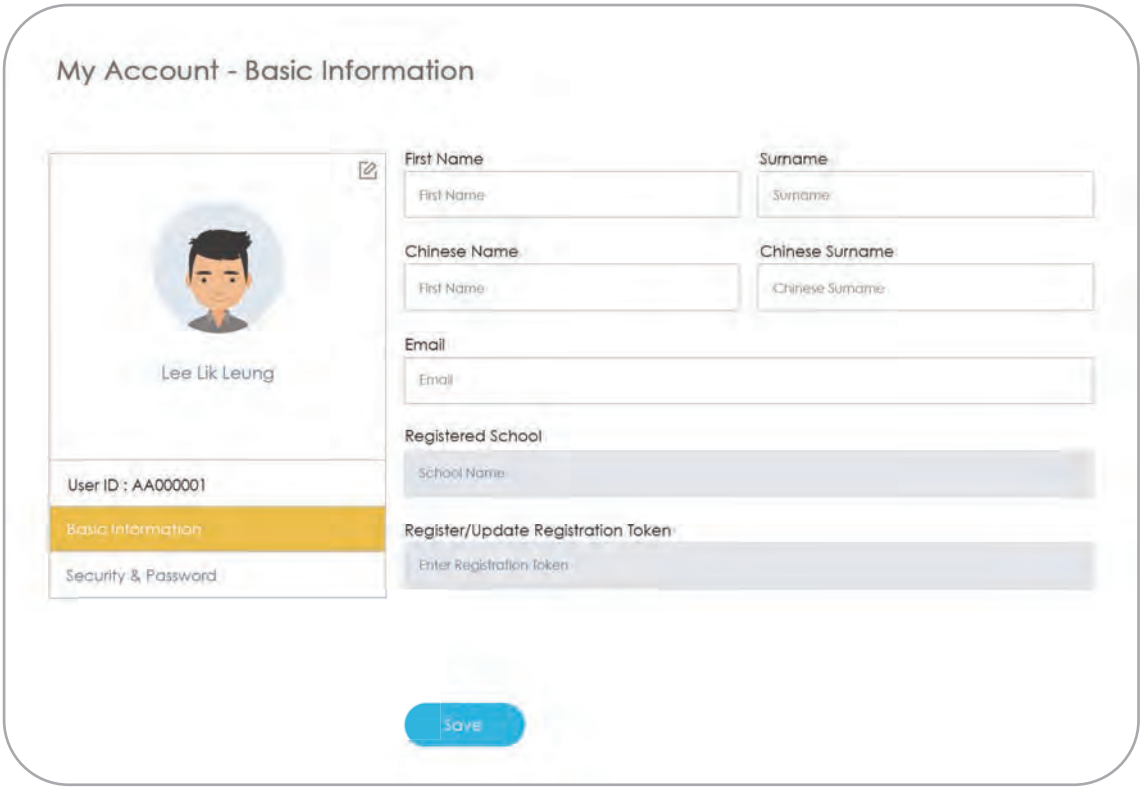
# FACILITATE STUDENTS' REFLECTION ON THEIR OWN LEARNING

# ACCOUNT PREFERENCES

***My Life Planning Portfolio*** account gives you quick access to the settings for the management of your own account.

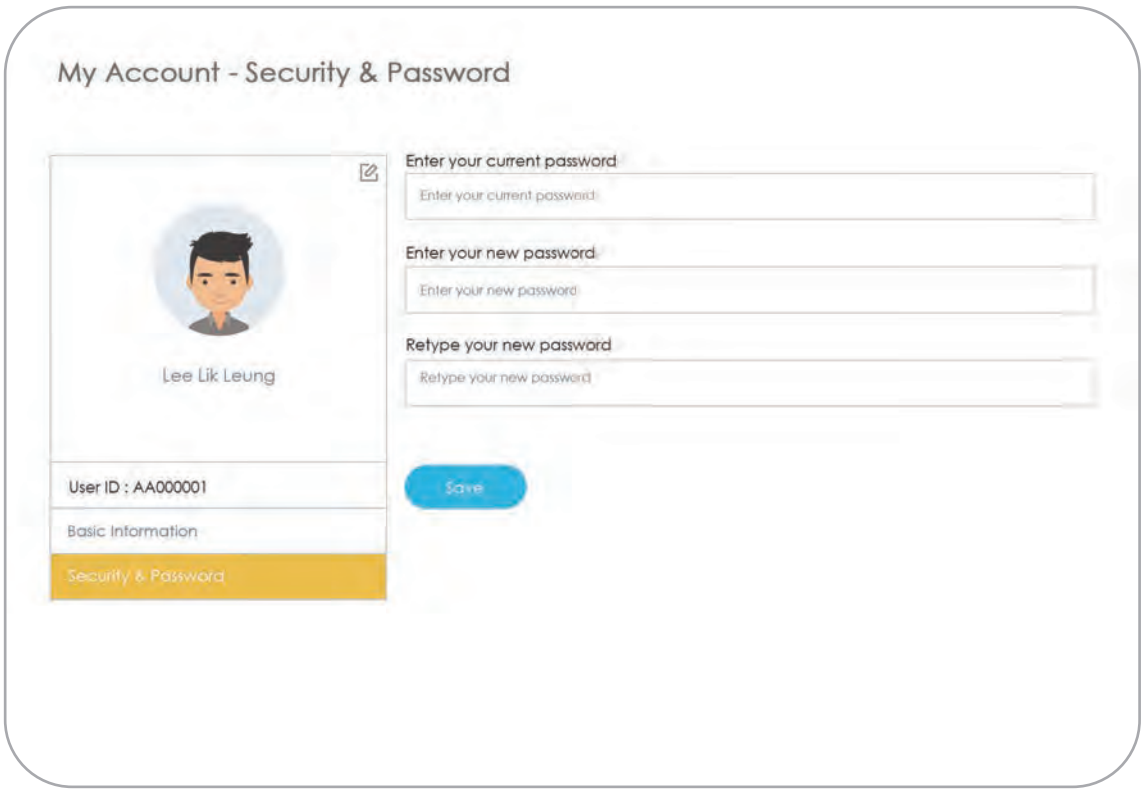
## Basic Information

You can update, add and remove some basic information on your account.



# Security & Password

You can change your password for security reasons. Your ***My Life Planning Portfolio*** account is used to access to **Career Assessment** and **My E-lesson**, etc.




## Change Your Password

1. Open your ***My Life Planning Portfolio*** account. You might need to sign in.
2. Under "**Security & Password**".
3. Enter your current password.
4. Enter your new password, then click "**Save**".

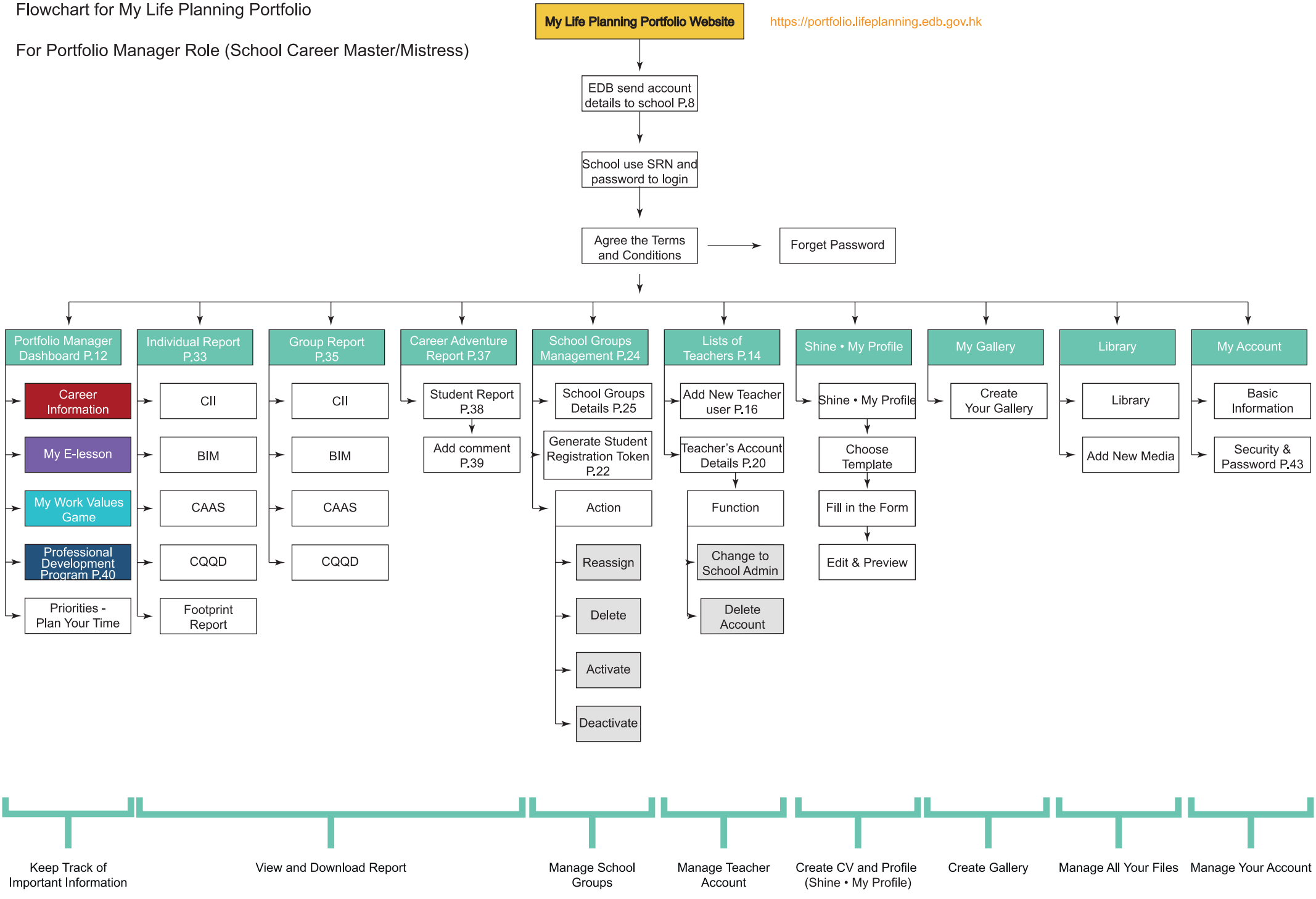
Remark 1: Last 3 passwords cannot be reused.

2: You will be requested to change your password every 365 days. It is suggested that you change your password in the beginning of every school year when you update your class group with the token provided by your teacher.

3: Password that contains username and email alias cannot be used as password.

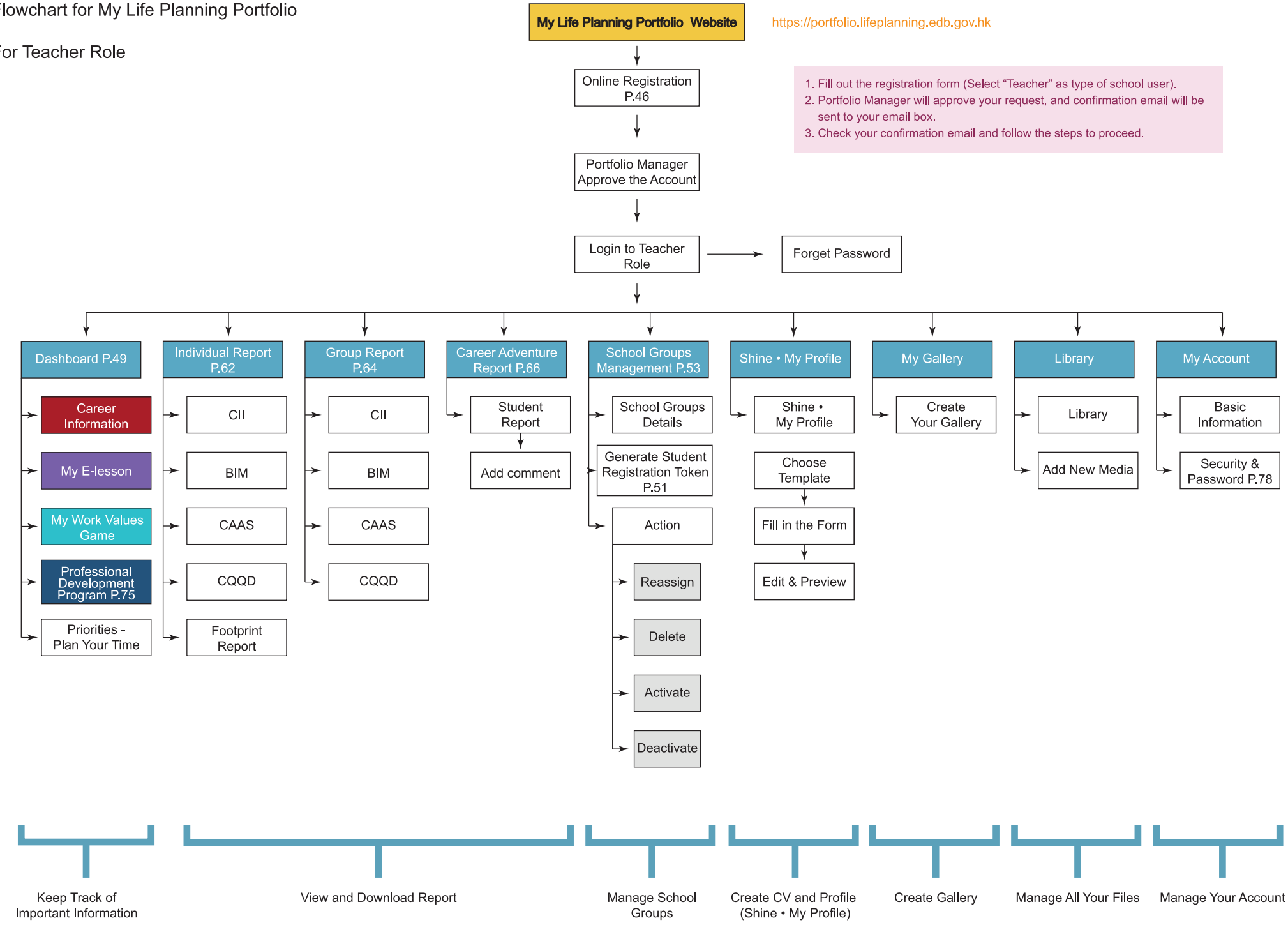
Flowchart for My Life Planning Portfolio

For Portfolio Manager Role (School Career Master/Mistress)



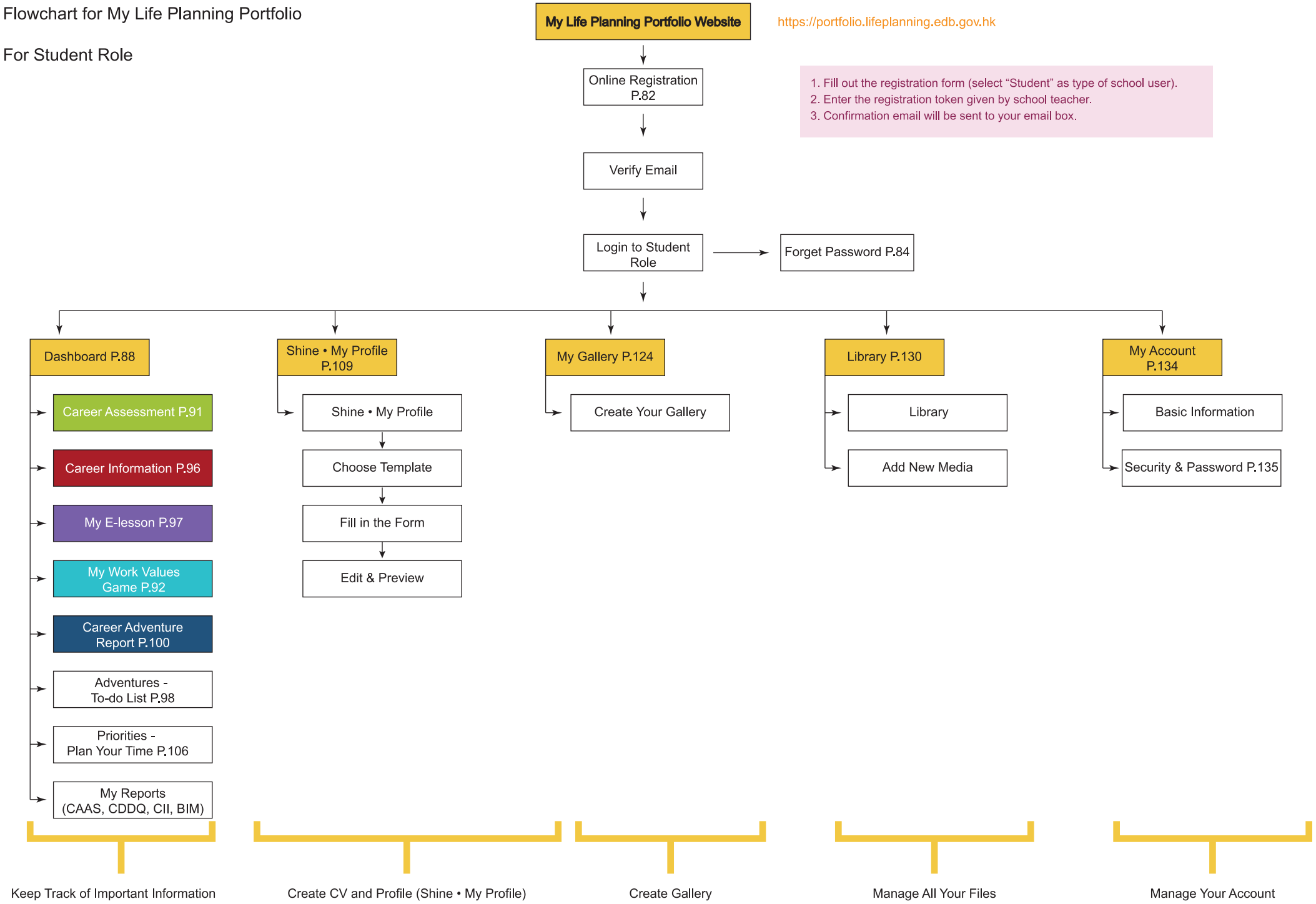
Flowchart for My Life Planning Portfolio

For Teacher Role



Flowchart for My Life Planning Portfolio

For Student Role



# 鳴謝

承蒙香港賽馬會慈善信託基金允准於本網頁轉載「賽馬會鼓掌・創你程計劃」網上平台的相關資源，教育局謹此衷心致謝。該計劃於2015年獲香港賽馬會慈善信託基金策動及捐助，旨在協助青少年進行事業和生涯規劃。

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The Hong Kong Jockey Club Charities Trust
同心同步同進 RIDING HIGH TOGETHER

賽馬會鼓掌・創你程計劃
CLAP for Youth@JC
Career & Life Adventure Planning

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