



High School **COUNSELING** Overview



PHILOSOPHY

We believe that each student is a unique, developing, capable individual who will learn from their experiences and grow personally, socially, spiritually and academically throughout their lives.

CONFIDENTIALITY

HKIS High School Counselors follow confidentiality guidelines as cited by the American School Counselor Association (ASCA). Limits to confidentiality include possible threat of harm to self, others, or disclosed harm by another individual.

COUNSELING PROGRAM AT A GLANCE

13 
Average number of years at international schools*

8 Counselors
2 per community


4 
Communities
(H, K, I, S)

~ 200
students
in each community

6 
Average number of years at HKIS*

64
Minimum number of hours each student spends in direct contact with a counselor

250+
Number of colleges and universities visiting HKIS each year

15
Average number of years working in college admissions & college counseling*

of seniors each counselor works with: **20-25**

* About HKIS High School Counselors

SCHOOLWIDE COUNSELING BELIEFS

GOALS

As a result of engagement with the HKIS social-emotional curriculum and counseling services, students will:

- Understand the value of a growth mindset.
- Have an openness to seeking solutions.
- Show an awareness of the wide range of human emotions and the intersection of thoughts, feelings and behaviors.
- Be equipped with knowledge and an array of skills for self-management and positive self-regard.
- Demonstrate empathy toward others and compassion toward those in need.

COMMON AGREEMENTS

- All students have a right to quality school counseling services throughout their school years.
- The best outcomes happen when all members of the school community share in the nurturing of students' social, emotional and spiritual well-being and their sense of connection within the school and the larger world community.
- School counseling is both preventative and responsive in fostering social-emotional, spiritual, academic and personal development in support of a balanced life.
- School counselors work collaboratively with faculty, administration, parents, students and the community to provide opportunities that will enable students to set goals, establish priorities, make informed decisions and evaluate results.

POST SECONDARY STATEMENT OF BELIEF

The goal for every student at HKIS is to continue their learning. Students explore their strengths, personality, interests, educational objectives, culture, and family values in partnership with their counselors. HKIS supports each student's journey to find a best fit, post-secondary learning environment where they will thrive.



ENGAGE



GRADE 9 ESSENTIAL QUESTIONS

Students will reflect on questions such as:

- ★ What makes a community?
- ★ What do I need from teachers in order to be an engaged and successful student?
- ★ How does academic integrity influence decision making?
- ★ How does my family, culture and or beliefs influence my learning?
- ★ Why set goals?
- ★ How can I manage multiple priorities?
- ★ What are the resources available to me to explore post-secondary options?

EXPLORE



GRADE 11 ESSENTIAL QUESTIONS

Students will reflect on questions such as:

- ★ What do I value in continuing my education?
- ★ How does my cultural identity influence my values and decision making for the future?
- ★ How do my personality and career interests inform my educational goals?
- ★ How have I grown as a result of my high school experiences?
- ★ Who am I in the context of the classroom and subject area?
- ★ How do I respond to pressure related to the college process? Peer? Parent? School? Self-imposed?
- ★ How do I tell a story?

ENQUIRE



GRADE 10 ESSENTIAL QUESTIONS

Students will reflect on questions such as:

- ★ Why is it important to know my individual strengths and to focus on them?
- ★ Why is developing a positive and healthy life perspective important?
- ★ What influences definitions of success?
- ★ How does creating meaning impact my overall well-being?
- ★ How do I utilize my character strengths and personality type to inform future career choices?
- ★ Why is it important to recognise the difference in healthy and unhealthy risk-taking behaviours?

EMBARK



GRADE 12 ESSENTIAL QUESTIONS

Students will reflect on questions such as:

- ★ What contributes to healthy and meaningful leavetaking?
- ★ What strengths have helped me through transitional challenges in the past?
- ★ How can awareness of intercultural identities lead to success in transition?
- ★ Why is it important to acknowledge and respond to opportunities?
- ★ Why is it important to avoid and reduce unhealthy risk?
- ★ How can we communicate with those who are supporting me financially?
- ★ What is personal wellness?
- ★ How do I recognize and respond to stress?

*tear off-Side One



College Counseling Overview TIMELINE

| MONTH | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
|------------------|--|--|--|---|
| August | G9 Seminar (Aug-Dec) | | G11 Seminar (2 sessions) College Rep visits (Aug - Nov) | G12 Seminar (Aug - Oct) Individual College Meetings (ongoing) College Rep visits (Aug - Nov) SAT/Subject Tests |
| September | G9 Parent Presentation | G10 Parent Presentation | G11 Parent Presentation | G12 Parent Presentation ACT |
| October | G9 Counselor Chat 4 Year Plan | PSAT Test | PSAT/NMSQT Test | Application Work Day SAT/Subject Tests ACT |
| November | Parent College Forum | Parent College Forum G10 Seminar (Oct - Mar) | Parent College Forum | Early Application Deadlines |
| December | All Years: Counselors are available to meet with students & families to discuss academics, extracurricular, testing & summer activities | | ACT SAT | Early Application Decisions ACT SAT/Subject Tests |
| January | | Review: Character Strengths Report, Multiple Intelligences, Learning Styles, MBTI, Career Interest Profile | G11 Seminar (Jan - June) | Regular Admission Deadlines (Dec - March) |
| February | | G10 Counselor Chat Course Planning Career Research Project | G11 College Chat Family College Meetings College Research Project ACT | G12 Transitions Seminar (March - May) |
| March | | | G11 College Chat Family College Meetings | Regular Application Decisions |
| April | | | Family College Meetings ACT | Evaluate University Options |
| May | | AP Exams (if applicable) | G11 Parent & Student College Night AP Exams SAT/Subject Tests | AP Exams Deposit at ONE university globally Graduation |
| June/July | HAVE A MEANINGFUL SUMMER EXPERIENCE! | SAT Subject Tests (if appropriate) HAVE A MEANINGFUL SUMMER EXPERIENCE! | ACT SAT Subject Tests HAVE A MEANINGFUL SUMMER EXPERIENCE! | LEAVE WELL |

*tear off-Side Two



TIPS FOR STAYING ENGAGED

We encourage all high school students and parents to stay connected to their HKIS Community counselors. In addition to making an appointment to meet with a counselor, we recommend that you also engage by:

READING

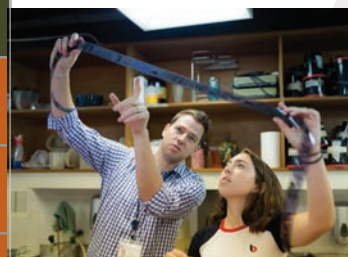
- MONTHLY COUNSELING NEWSLETTER
- EMAILS FROM THE COUNSELING DEPARTMENT

MEETING

- WITH COLLEGE REPRESENTATIVES WHEN THEY VISIT HKIS (Students only; particularly important for juniors and seniors)

ATTENDING

- EVERY SEMINAR CLASS (Students)
- PARENT COLLEGE FORUM (Parents)
- GRADE 11 COLLEGE NIGHT (Parents and students)
- GRADE 12 PARENT COLLEGE MEETING (Parents)
- GRADE LEVEL PARENT COUNSELING MEETINGS (Parents)



We are here for you! Contact us at:

hscounseling@hkis.edu.hk
+852 3149 7111
+852 3149 7112

GRADE 9

Counselors strive to support students' transition to high school. The goal of this support is academic success, the development of healthy relationships, exploring opportunities to engage meaningfully in the high school community and developing a positive and healthy life perspective. All students are encouraged to meet one of their community counselors as often as needed. Each student will meet with one of their community counselors for a conversation around transition to high school.

Some sample activities that students will complete to support these objectives are divided into three specific areas:

Social/Emotional

- Transition to high school
- Building rapport with teachers
- Effective collaboration
- Understanding the teenage brain
- Emotional regulation
- Stress management
- Developing positive relationships



Academic/University

- Introduction to MaiaLearning
- Learning Style Inventory
- 4-year planning
- Time management
- Extra-curricular exploration and planning
- Goal setting



Culture

An introduction to the depth, complexity and dynamism of cultural identity.



GRADE 10

Counselors work to support students' exploration of their personal values, character strengths and vision for success. Students are introduced to positive psychology and mindfulness to help them manage a busy lifestyle. Counselors help students further explore positive lifestyle choices that will help students meet their self-identified goals. Each student will meet with one of their community counselors for a conversation around course planning.

Some sample activities that students will complete to support these objectives are divided into three specific areas:

Social/Emotional

- Pillars of well-being
- Vision board
- Mindfulness booklet
- Active listening
- Strengths spotting
- Three Good Things activity



Academic/University

- VIA Strengths
- Personality survey
- Career research project
- Review/rework 4-year plan



Culture

An exploration of how various cultural groups comprise identity and influence the development of values.



GRADE 11

Building on their freshman and sophomore years, Juniors explore career and college possibilities with their interests, skills, talents, and needs in mind. Students are encouraged to take on leadership roles and continue building healthy relationships with teachers. Counselors facilitate activities that help students engage in a meaningful college search process, take appropriate college admission tests, understand the college admissions selection process, and look ahead to college applications and college essays.

Some sample activities that students will complete to support these objectives are divided into three specific areas:

Social/Emotional

- Review personal assessment results
- Identify priorities that guide post-secondary plans
- Writing a reflective personal statement

Academic/University

- Review career interest surveys
- College research project
- Transcript review
- Senior year course planning
- How colleges make decisions
- How colleges build a class
- College admission testing
- Resume building
- College application activities section
- Teacher recommendation letters
- Early Decision and Early Action plans

Culture

Considering how intimate family culture influences major life goals and aspirations.



GRADE 12

Students put everything they have learned about themselves and the college admission process into action, using good decision making skills along the way. Students will finalize their college list, write strong college essays, complete and submit college admission applications, and celebrate their successes. As they near the end of their high school career, students will reflect on and draw from their high school experiences, anticipate the changes and challenges ahead, and develop the skills to manage and enjoy the challenges of college life or independent living.

Some sample activities that students will complete to support these objectives are divided into three specific areas:

Social/Emotional

- Roommates
- Dating and relationships
- Physical and emotional safety
- Personal finance
- Nutrition and fitness

Academic/University

- How to tackle senioritis
- College rep visits to HKIS
- College Application Work Day
- Essays review by counselors
- Mock interviews

Culture

Examining values and boundaries to apply what we know about ourselves to guide well-informed decision-making.





A yearlong Wellness Block is offered at HKIS.

In the Wellness Block, students develop their physical, mental, and spiritual well-being through Physical Education, Counseling Seminar, and Spiritual Exploration courses.

