

SLP as a process of making sense of learning experiences

An essential component in Life Long Learning

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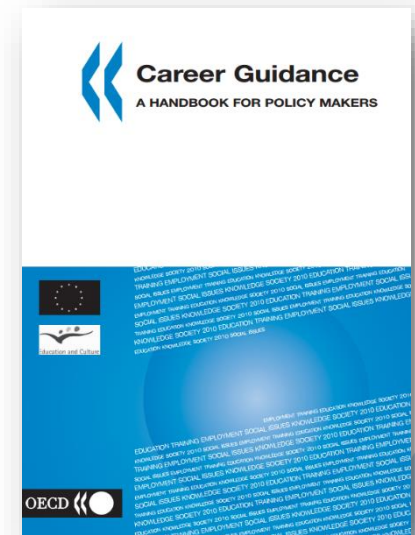
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明道律己 忠主善群

Effective practices identified in OECD's study (2004)

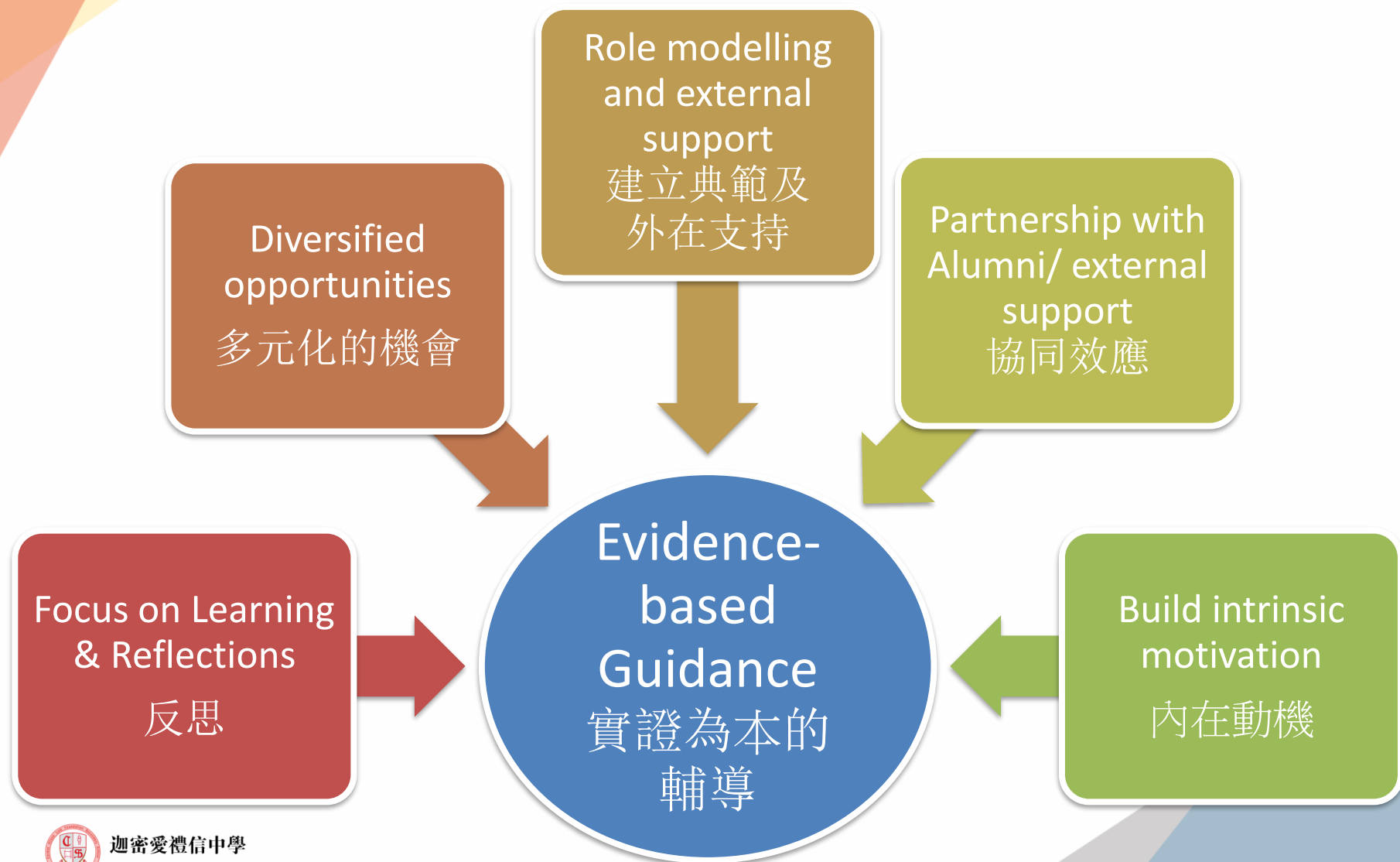
Portfolio system (Germany)

- help students integrate the knowledge, skills and attitudes concerning work
- record their career-related learning and experiences
- help students to manage their own learning and see its relationship with their career plans



Making Learning Experiences Educational

令學習經歷變得具教育意義



Career Profile and SLP -- WHAT?

Career Profile

- A student-owned document with their own choices of important records that have real impacts in their career development and self exploration

SLP

- Similar to a career profile but with input and monitoring of the school to present records of academic and non-academic achievements



Career Profile/SLP -- WHY?

Career Profile

- The medium for presenting students' reflections on secondary-to-tertiary education goals and targets
- Invite feedback from career advisors
- May be useful in admission interviews, application for multiple pathways and scholarships...

SLP

- School administration or career guidance team may have variable expectations towards SLP, e.g., recording and monitoring



Career Profile/SLP -- HOW?

Career Profile

Compulsory List:

- Cover (personalized)
- Personal particulars (from JUPAS)
- Career assessment reports
- JUPAS choice list (from JUPAS and "choice form")
- OEA list and Additional Information
- Tentative SLP with academic performance, selected OLE records and Self-Account

SLP

- Academic records
- OLE
- Awards
- Self-input records of achievements
- Personal statement (in Chinese, English, or both)



Career Profile/SLP – HOW?

Career Profile

Optional List:

1. Records of **achievements** (certificates of OEA in Part II; products as evidence of achievements)
2. Records as evidence of one's **strengths and interest** (e.g., IES report, article from school newsletter or local newspapers) → A **mini-portfolio**

SLP

- No supplementary records



A suggested sequence of intervention in the context of transition support

Induction to students/youth

- Elaborate the objectives of transition support and give them briefing about the WHY, WHAT, HOW and WHEN



Assess individual needs, strengths, and problems with a battery of tools

- Collecting, organizing and reporting findings through quantitative and qualitative assessments (can be classroom activities)



Engage students in reflective review of experiences to identify strengths, aspirations and potential paths

- Group and individual guidance / counselling is the most essential and effective intervention to consolidate learning and promote exploration



Revisit plans and exploration results

- Follow up on students' progress, provide remedial counselling or consultation, and facilitate contingency planning

Conceptualization of Individual Student Planning through **Formulation of SLP**

- Student-centered, with **ownership** and **choice**
- **Reflective generalization** of learning processes, outcomes and achievements
- **Progressive development** of career maturity
- Pivotal role of career counselor and guidance programs



A Sample Time-line

April	<ul style="list-style-type: none">• Group advising and counselling session to review impacts of learning experiences and identify interests/aspirations
Early Nov	<ul style="list-style-type: none">• Select OLE and OEA from e-record system• Upload draft Self-account and Additional Information
Mid Nov	<ul style="list-style-type: none">• Compile various documents to be included in the Career Profile, including the SLP
Mid Nov	Submission of the Career Profile to career advisors
End of Nov to mid Dec	Student(-led) Conference <ul style="list-style-type: none">• Present individual Career Profile• Receive feedback from advisors and team members
Mid Dec early Jan	<ul style="list-style-type: none">• Revise self accounts and confirm JUPAS choices and additional information• Prepare for admission interviews

Self-account: the WHY issue

▶ Be better organized

- Students select, think and reflect on their strengths and weaknesses

▶ Plan

- Students decide what to choose and how to achieve their goals

▶ Give people information

- To supplement the hard data of OLE records

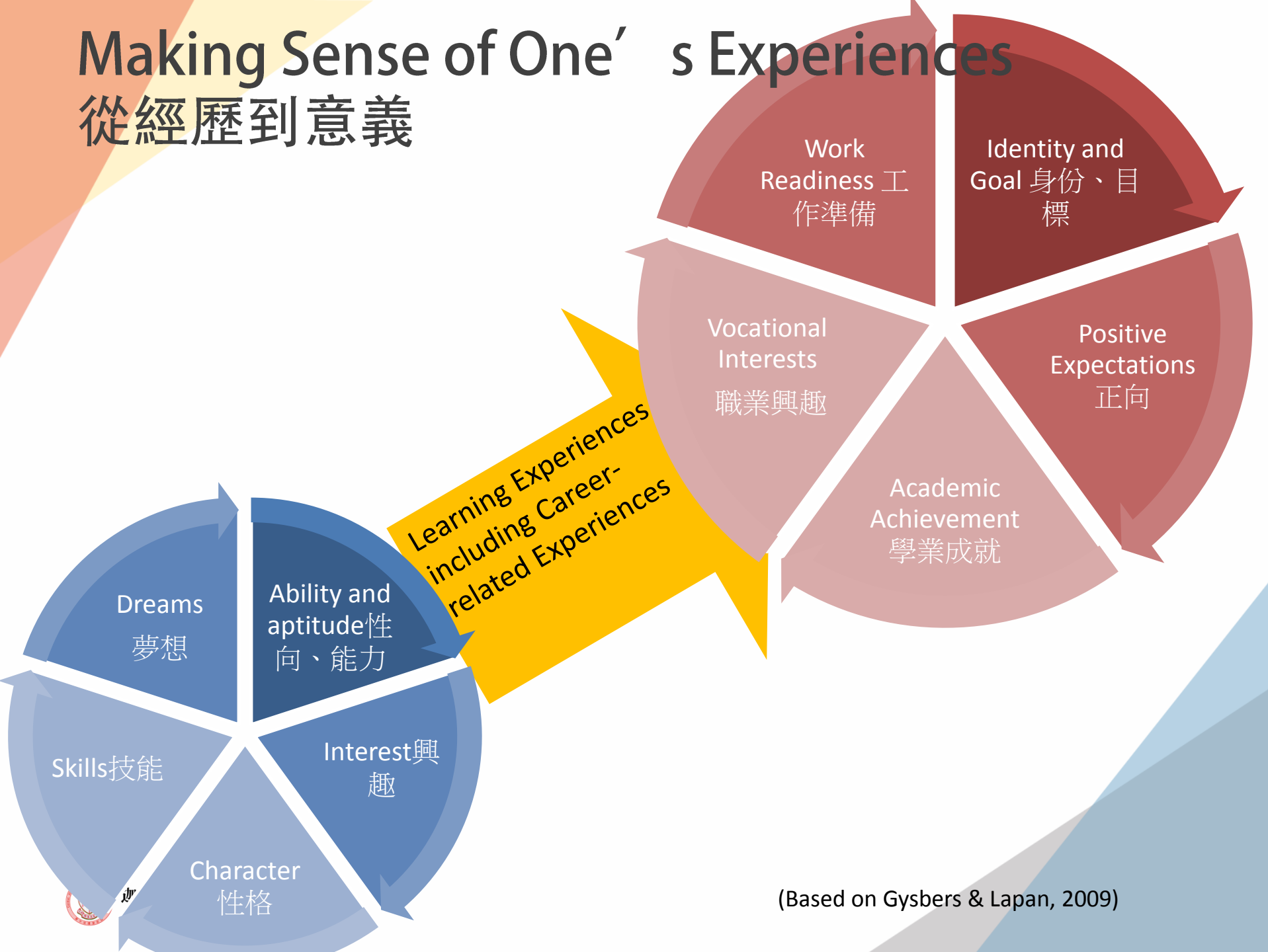
▶ Prepare for a review or interview

- Students make sense of those influential learning experiences to their development and get a better understanding of themselves



Making Sense of One's Experiences

從經歷到意義



(Based on Gysbers & Lapan, 2009)

Career Development and Life-long Learning



Life Experiences and Life Education



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<http://hdqwalls.com/plane-taking-off-wallpaper>