

# The Latest Development of Student Learning Profile (SLP)

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**Curriculum Development Institute**

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# Outline

- \* Terminology
- \* Evolution of SLP
  - \* Origin
  - \* “Birth”
  - \* Review
  - \* The latest Development
  - \* Future

# Terminology

- \* “**Learning profile**”, in general, is:
  - \* a summary record
  - \* a reflection of learning process
- \* “**Student Learning Profile**”(SLP) is:
  - \* introduced in the “Senior Secondary Curriculum Guide – The Future is Now: from Vision to Realisation” (SSCG, 2009)
  - \* a practice with some suggestions encouraged by EDB

# Origin: Education Blueprint for the 21<sup>st</sup> Century

## *Learning for Life Learning through Life*

*Reform Proposals for  
the Education System in Hong Kong*

Hong Kong Special Administrative Region of  
The People's Republic of China

**Education Commission**

September 2000

Education Blueprint for the 21<sup>st</sup> Century

## Principles:

- 1. Student-focused**
- 2. “No-loser”**
- 3. Quality**
- 4. Life-wide learning**
- 5. Society-wide mobilisation**

# Origin: Education Blueprint for the 21<sup>st</sup> Century

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Education Blueprint for the 21<sup>st</sup> Century

## Principles:

### 1. Student-focused

The ultimate objective of education is to enable every student to achieve all-round development **according to his/her own attributes**

### 4. Life-wide learning

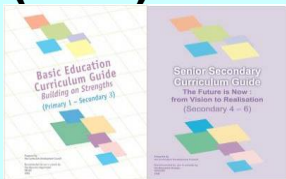
Learning must transcend the constraints of academic subjects and examinations. Students should be able to take part in **a comprehensive range of learning activities both inside and outside the classroom.**

# “Birth” of SLP

Learning to Learn (2001)



BECG (2002) / SSCG (2009)



8 Key Learning Area Curriculum Guides (2002)



Curriculum (and Assessment Guide) of Subjects



高中課程指引  
立足現在·創建未來  
(中四至中六)

第五A冊

其他學習經歷

為每一個學生提供機會

第五B冊

學生學習概覽

彰顯全人發展

# Purpose of SLP(2009)

## 5.2 Purpose of Student Learning Profile

SLP is a summary record of what students achieve, in terms of their whole-person development (other than their results in the [Hong Kong Diploma of Secondary Education](#) (HKDSE) Examination) during the senior secondary (SS) years.; The purpose of SLP is to provide supplementary information on secondary school leavers' competencies and specialties, in order to give a fuller picture of the students. Schools need to note the following when introducing SLPs:

- Each student should be encouraged to develop an SLP for recording and reflecting on their learning experiences and achievements. Schools should assist students in creating this profile, building on existing practices.
- The SLP concept is not new to schools. There are many existing school practices that already serve the purposes of SLP. Schools are advised to further develop existing school-based practices and strengths to help SS students 'to tell their own stories' about their participation and achievements.
- At students' discretion, SLPs could be used as documents to demonstrate personal qualities and competence to future employers and tertiary institutions.

# Tell their own stories



# As a Reflection of the Whole-Person Development





Review:  
SLP Review Study  
2014/15

# Research Objectives

1. To grasp a fuller picture of the current use of the **SLP Module of WebSAMS** and other electronic tools
2. To determine the **enhancements of the SLP Module** mostly needed by the majority of schools
3. To identify the **gap** between what is expected and what has been achieved
4. To determine the **professional support mostly needed** by teachers
5. To collect and disseminate **good school practices**

# Research Method

## Stage 1: Self-report Questionnaire

(mid Oct 2014 to early Nov 2014)

Teacher Survey

Total: 454 secondary schools

Responded: 372 valid questionnaires

Respondent rate: 82%

## Stage 2: Focus Group Interview

(Dec 2014 and Apr 2015)

11 secondary schools were randomly chosen from 372 schools

- Teacher focus group interview x 3 (Dec 2014)
  - 15 Teachers (Most of them are SLP co-ordinators)
- Student focus group interview x 6 (Dec 2014 & Apr 2015)
  - 27 senior secondary students  
(9 students from each level of S4 - S6)

Objective 3: To identify the gap between what is expected and what has been achieved

## Findings

### 3.1 what has been achieved

- a) About 80% of schools implement SLP in the following ways:
  - i) Holistic planning
  - ii) Connected leadership
  - iii) Emphasis on educational values
  - iv) Diverse strategies to guide reflection among students

# Findings

b) In focus group interview(FGI) of students, they affirmed the positive impacts of SLP building process on students:

i) Recognised SLP as a tool to nurture **reflective habits, self-management and self-directed learning ability**

SLP對我來說可以算是一個回顧和總結。在SLP裏可以看到我參加過的不同活動，或者是做過的不同公職。我可以從中看到在中學的6年裏，我做過什麼、參與過什麼活動、學過什麼東西等，從中也會有反思。我也可以看到我自己在高中生涯中達成了什麼，或者未能達成什麼，可以作為一個衡量，有機會讓自己思考一下。

# Findings

b)ii) Recognised SLP as a tool to enhance **self-understanding** and establish **career aspirations** and setting **personal goals** for better life planning

我寫自述那一刻我會**思考**我未來究竟會做什麼，我寫自述那一刻的印象很深刻，高中時間匆匆，你很難有機會坐下來思考，反而你要寫自述那一刻就會去思考。

我覺得SLP可以幫助我除在學業外尋找自己**想做的事情**，**認清自己的能力**。除了學業外，我可以在其他方面**發展**。我自己在音樂和領袖方面的能力較強。

# Findings

b)iii) Recognised SLP as a process to improve **teacher-student** and **peer relationship**

我交了SLP之後我就去看其他同學寫的SLP .....  
我看完後感到很神奇，因為我認識了她們很久，但我完全不知道原來她們的內心世界是這樣子的。當我看她們的SLP個人自述時，完全反映了整個人的想法，因為我看到了她們的夢想或對自己生活的反思，我感到很感動。

因為SLP，我跟老師的交流增加了，關係更好；老師可能會知道我們的想法，更加明白我們。

# Findings

## 3.2. Areas for improvement

- a) Less than 60% of schools adopted a **student-led or reflection-oriented approach** to the design of their school-based SLP
  
- b) Regarding curriculum time, more than 80% of schools provides **SLP-related activities** less than 4 hours



## Objective 4: To determine the **professional support mostly needed** by teachers

### Findings

#### 4. They would like to have...

- More guidance for student reflection
- More sharing of good practice

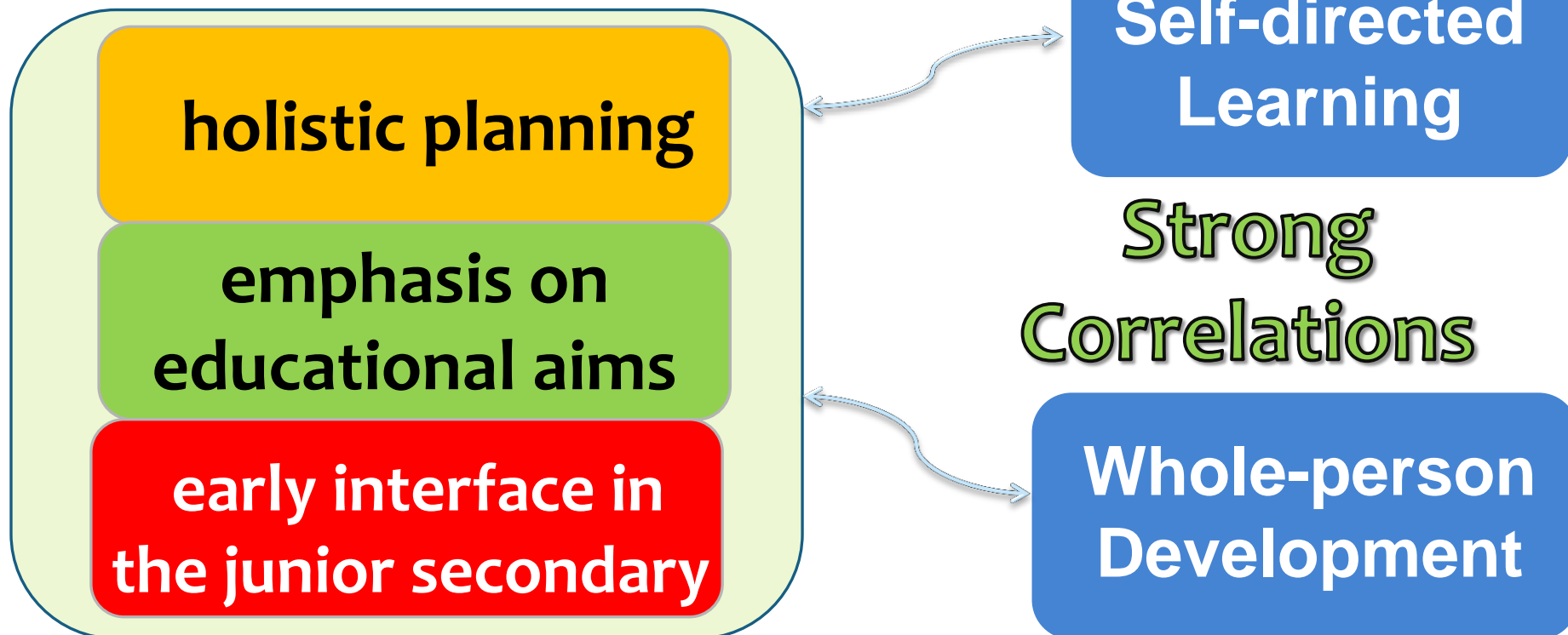
我們學校的同學在參加活動時玩的心態較多，**不會自動自覺**尋找和訂立**目標**，所以大部分同學都很迷惘。

我覺得學生最大困難是**不懂得**如何寫。我們學生在參加活動方面是非常積極，所有問題都是在於如何**篩選**活動和**如何落筆寫**，不清楚寫什麼內容。

# Objective 5: To collect and disseminate **good school practices**

## Findings

5. Some strategies associated with whole-person development and self-directed learning



# The Latest Development: Secondary Education Curriculum Guide (SECG, 2017)

## Secondary Education Curriculum Guide *Draft (May 2017)*



Prepared by  
the Curriculum Development Council

Recommended for use in schools by  
the Education Bureau  
HKSARG  
2017

### Structure of the Secondary Education Curriculum Guide

#### **Part I Ongoing Curriculum Renewal – Focusing, Deepening and Sustaining**

Booklet 1 Ongoing Renewal of the School Curriculum

#### **Part II Curriculum Planning, Pedagogy and Assessment Cycle**

Booklet 2 Learning Goals, School Curriculum Framework and Planning

Booklet 3 Effective Learning and Teaching: Developing Lifelong and Self-directed Learners

Booklet 4 Assessment Literacy and School Assessment Policy

Booklet 5 Embracing Learner Diversity

Booklet 6 Four Key Tasks: Towards Major Renewed Emphases

Booklet 6A Moral and Civic Education: Towards Values Education

Booklet 6B Reading to Learn: Towards Reading across the Curriculum

Booklet 6C Project Learning: Towards Integrating and Applying Knowledge and Skills across Disciplines

Booklet 6D Information Technology for Interactive Learning: Towards Self-directed Learning

Booklet 7 Life-wide Learning and Experiential Learning

#### **Part III Smooth Transition**

Booklet 8 Interfaces between Key Stages 2 and 3 and Key Stages 3 and 4

Booklet 9 Career and Life Planning – Multiple Pathways for All Students to Excel

#### **Part IV Enabling Environments**

Booklet 10 Quality Learning and Teaching Resources

Booklet 11 Professional Development and Schools as Learning Organisations

## Booklet 7 Life-wide Learning and Experiential Learning

This is one of the 11 Booklets in the *Secondary Education Curriculum Guide*. Its contents are as follows:

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# Purposes of SLP(2017)

## 7.5.1 *Purposes of SLP*

SLP is a collection of supplementary information on students' personal qualities, competencies and specialties built up by students as a summary presentation and evidence of what they have participated in and achieved (other than the results in the Hong Kong Diploma of Secondary Education Examination) in terms of whole-person development during the SS years. SLP is also of the purpose to facilitate student reflection on their ongoing learning experiences and goal setting. SLP is an assignment emphasising completion by students independently, so excessive input from the careers and language teachers is unnecessary. As such, schools need to:

- encourage and assist students in developing an SLP for recording and reflecting on their learning experiences and achievements;
- devise a whole-school plan for the design and implementation of school-based SLP to help SS students “tell their own stories” about their participation in learning experiences and achievements; and
- advise students to use SLP at their discretion as a document to provide future employers and tertiary institutions with information on their personal qualities and competencies.

2009







# 中學階段的職業專才教育 (Vocational and Professional Education Training, VPET)



- 職業專才教育是香港職業教育及培訓的重塑，課程中有很大大比重是職業技能或專業知識等專門內容，並可達至學位程度。職業專才教育為不同智能學生提供多元出路扮演重要角色。
- 中學教育逐步向向學生提供與職業相關經歷。
- 在初中階段，學生通過參與全方位學習活動如講座、工作坊、學習營及參觀工作場所，逐步獲得與工作有關的經驗，拓闊視野。
- 在高中階段，學生有多元化的學習機會，包括應用學習課程、「其他學習經歷」活動中與工作有關的經驗及其他科目，促進對職業專才教育的認識。

# Content of SLP

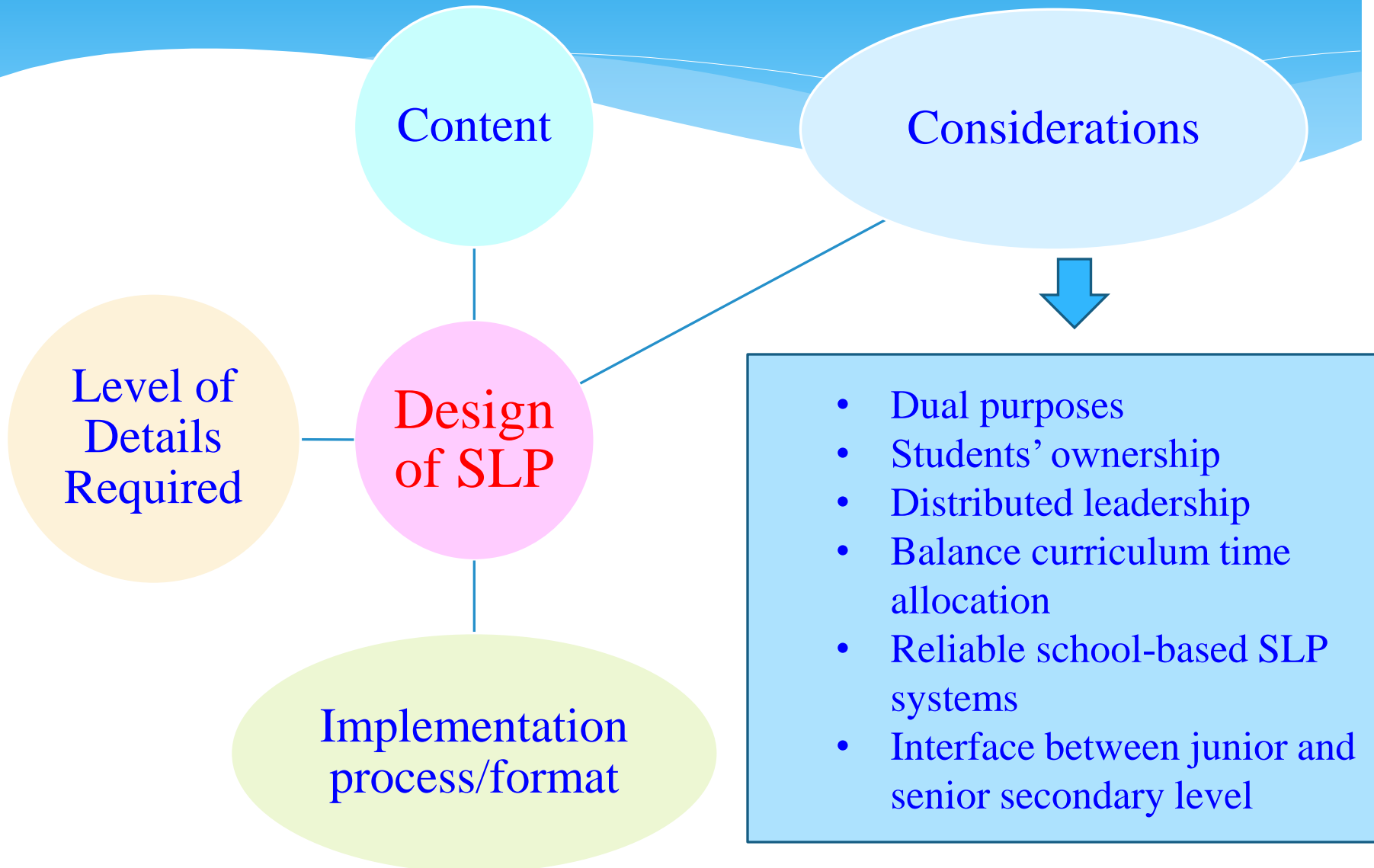
academic performance in school

performance/awards  
gained outside school

OLE

self-account of his/her  
personal development,  
qualities, strengths,  
interests and  
experiences

# Design of SLP





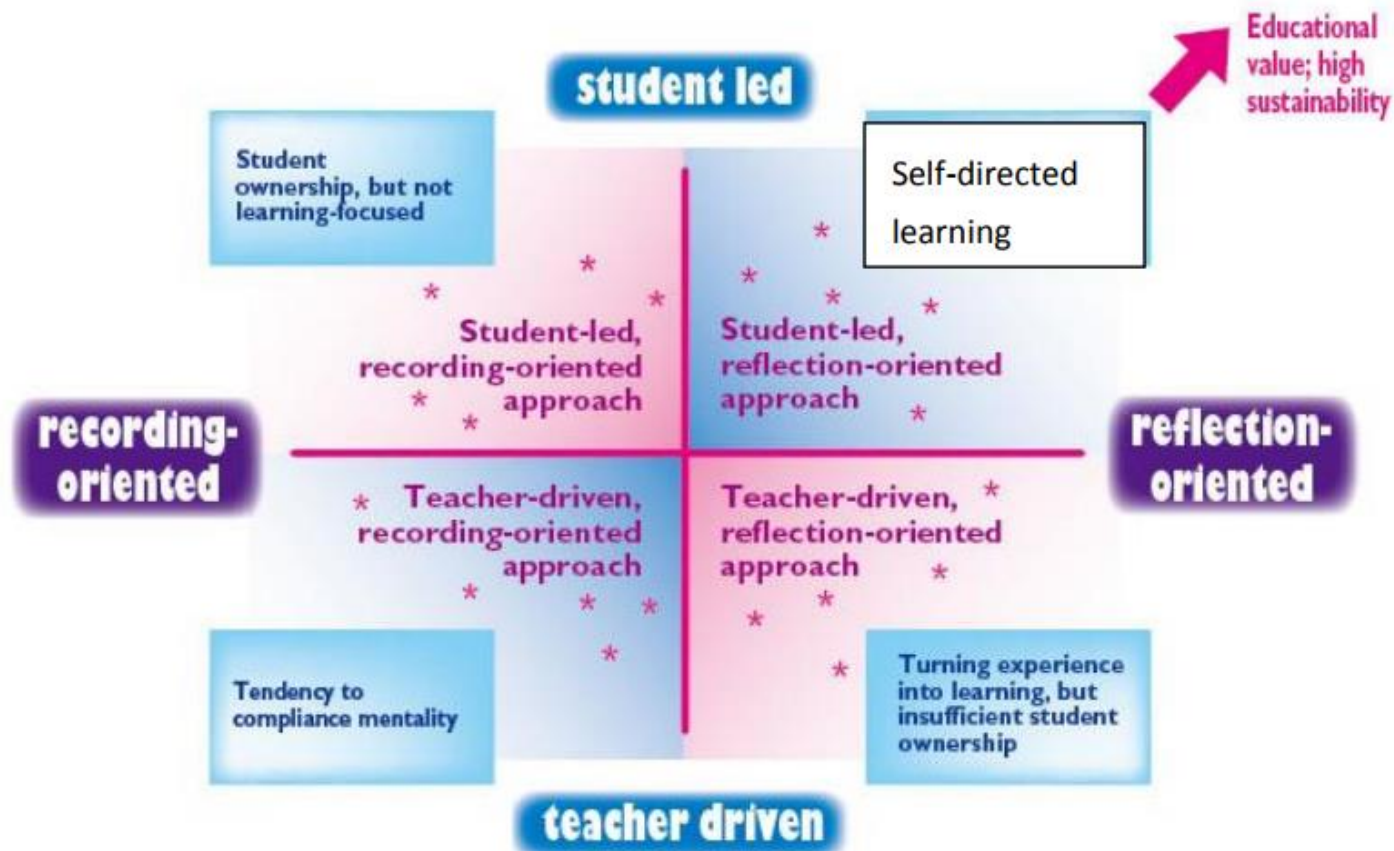
# Examples for Interfacing between junior and senior secondary level

## **Expected learning outcomes for each JS**

- \* S1 – describing and summarising the learning processes
- \* S2 – thinking about the meaning of the learning experiences
- \* S3 – internalising and summarising the knowledge acquired and making connections with other knowledge
- \* S1-S3 – applying these reflective habits in some selected LWL activities; writing mission statements similar to the self-account of SLP

# Implementation of School-based SLP(1)

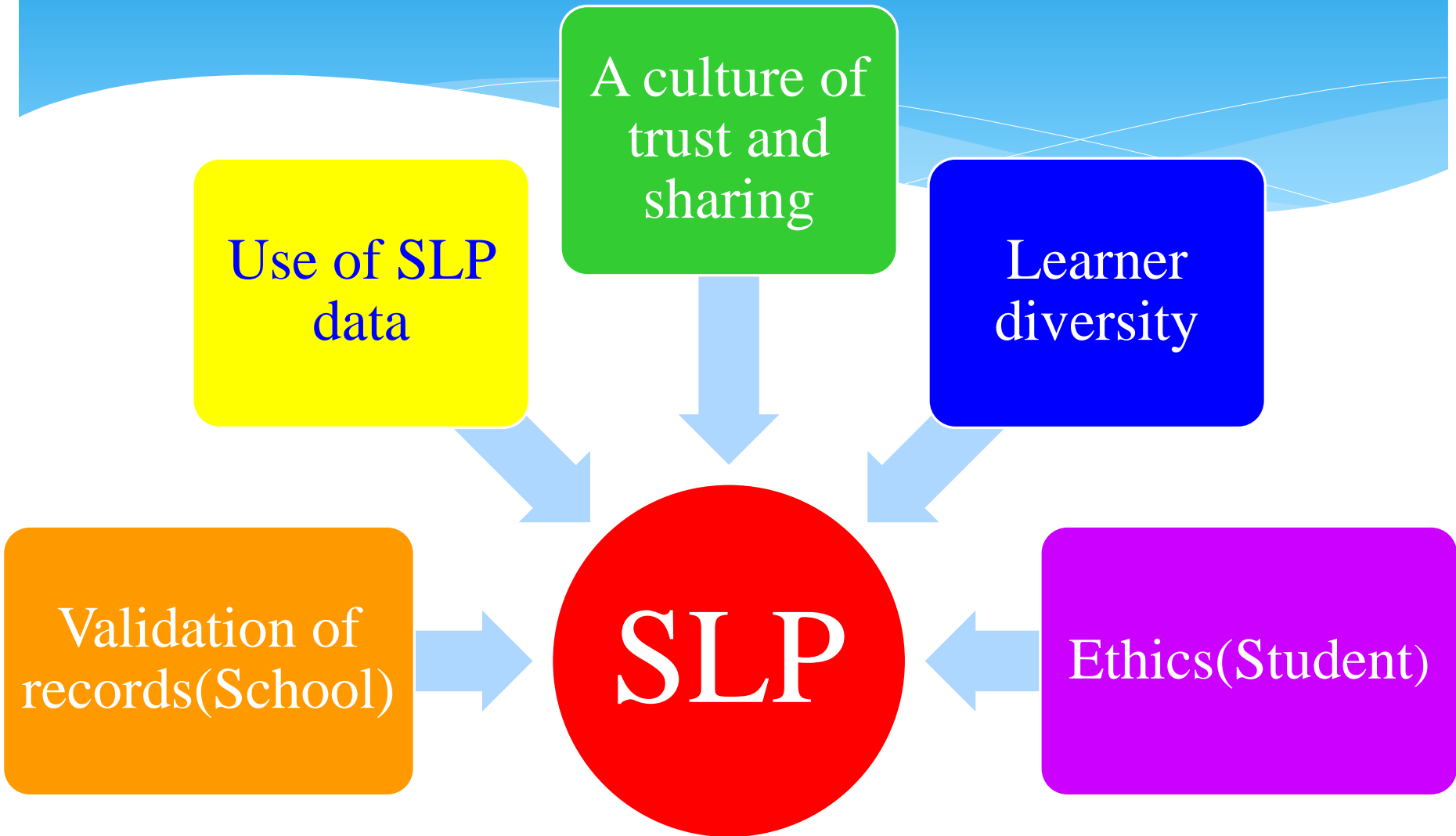
- \* “Student-led” and “reflection-oriented” approaches



# Implementation of School-based SLP(2)

- \* Maintaining dialogues and interactions
- \* Facilitating self-reflection
- \* Providing platforms for students to tell their learning stories
- \* Whole-school approach

# Key issues related to SLP



# Future

- \* Importance of telling one's own story
- \* Implications of the educational values of SLP:  
student-led & reflection-oriented

# Reference on EDB website



[http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/slp\\_index.asp](http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/slp_index.asp)

# Reference in Ch. 7 of SECG(1)

## \* Appendix 2: Some Dos and Don'ts of OLE and SLP

| Dos                                                                                                                                                      | Don'ts                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>SLP is designed for students to “<i>tell their own stories of learning</i>” and to celebrate their success, in terms of whole-person development.</p> | <p>SLP can be used as a reference document for universities’ consideration as it can provide more comprehensive information on students’ competencies and specialties. However, the summative use of SLP should <b>NOT</b> be overly emphasised since its purpose is <b>NOT</b> solely for university admission.</p> |

# Reference in Ch. 7 of SECG(2)

## \* Appendix 3: A Sample SLP Using the Template of WebSAMS

### 學生學習概覽 Student Learning Profile

發出日期 Date of Issue: 28-02-2015

| 學生資料 Student Particulars    |                                            |                       |           |
|-----------------------------|--------------------------------------------|-----------------------|-----------|
| 學生姓名:<br>Student Name:      | 陳小恆<br>CHAN Siu-hang, Michael              | 身份證號碼:<br>ID No. :    | R000****  |
| 出生日期:<br>Date of Birth:     | 01/10/1998                                 | 性別:<br>Sex:           | 男<br>Male |
| 學校名稱:<br>School Name:       | 香港學校<br>Hong Kong School                   | 學校編號:<br>School Code: | 543210    |
| 入學日期:<br>Date of Admission: | 01/09/2009                                 |                       |           |
| 學校地址:<br>School Address:    | 新界大埔洋涌村<br>Pun Chung Village, Tai Po, N.T. |                       |           |
| 學校電話:<br>School Phone:      | (852) 21234567                             |                       |           |



# Reference in Ch. 7 of SECG(3)

## \* Appendix 4: Key Features of the SLP Module of WebSAMS

| <b>Features</b>           | <b>Rationale</b>                                                                                                                                                                                                    |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Data management           | <ul style="list-style-type: none"><li>• Data managed by WebSAMS:<ul style="list-style-type: none"><li>- Student particulars</li></ul></li></ul>                                                                     |
| Space for students' voice | <ul style="list-style-type: none"><li>• A record of OLE information can be generated for students' reference. Students can use their WebSAMS student accounts to review their own participation to see if</li></ul> |

# Reference: SLP Modules in WebSAMS



網上校管系統資料庫  
WebSAMS Central Document Repository

主頁 > 常用電話/電郵地址

## 網上校管系統學校聯絡主任名單及聯絡方法

[下載 / Download](#)

### 網上校管系統求助台

電話: 3125 8510 傳真: 31258999  
電郵: [websams\\_support@hk.ncs-1.com](mailto:websams_support@hk.ncs-1.com)

### 「獨立版時間表編排工具」支援熱線

電話: 3464 0579

### 聯遞系統求助台

電話: 3464 0550  
電郵: [cdshelpdesk@edb.gov.hk](mailto:cdshelpdesk@edb.gov.hk)

### 網上校管系統培訓課程查詢熱線

電話: 3464 0551  
電郵: [csitasim3@edb.gov.hk](mailto:csitasim3@edb.gov.hk)

### 地址

教育局系統及資訊管理組  
香港柴灣利眾街24號東貿廣場28樓(柴灣港鐵站C出口)  
Systems and Information Management Section, EDB :  
28/F E-trade Plaza, 24 Lee Chung Street, Chai Wan, Hong Kong (Exit C Chai Wan MTR Station)

<http://cdr.websams.edb.gov.hk/>

| 1  | School ID | English School Name                                    | Chinese School Name | EDB Liaison Officer (English Name) | EDB Liaison Officer (Chinese Name) | Contact Tel. No. | Email               | Under 5-day Week, Working Hours are 8:30am to 5:15pm Except |
|----|-----------|--------------------------------------------------------|---------------------|------------------------------------|------------------------------------|------------------|---------------------|-------------------------------------------------------------|
| 2  | 112526    | SHATIN PUBLIC SCHOOL                                   | 沙田公立學校              | Ms Florence MA                     | 馬杜莉女士                              | 3464 0558        | aeosim12@edb.gov.hk | Thursday 9:00am to 6:00pm                                   |
| 3  | 112550    | HING TAK SCHOOL                                        | 興德學校                | Mr Alfred YUEN                     | 袁海發先生                              | 3464 0529        | eosim6@edb.gov.hk   | Tuesday 9:00am to 6:00pm                                    |
| 4  | 112666    | TUNG TAK SCHOOL                                        | 通德學校                | Ms Florence MA                     | 馬杜莉女士                              | 3464 0558        | aeosim12@edb.gov.hk | Thursday 9:00am to 6:00pm                                   |
| 5  | 112755    | YUEN LONG PO KOK PRIMARY SCHOOL                        | 元朗寶覺小學              | Mr Jaffe Yip                       | 葉訓祥先生                              | 3464 0548        | paosim@edb.gov.hk   | Wednesday 9:00am to 6:00pm                                  |
| 6  | 112810    | WONG SHIU CHI SECONDARY SCHOOL                         | 王肇枝中學               | Mr LEUNG Chi-shing                 | 梁志成先生                              | 3464 0535        | eosim5@edb.gov.hk   | Thursday 9:00am to 6:00pm                                   |
| 7  | 112836    | FUK TAK EDUCATION SOCIETY PRIMARY SCHOOL               | 福德學社小學              | Ms Pauline LAW                     | 羅寶蓮女士                              | 3464 0553        | aeosim14@edb.gov.hk | Monday 9:00am to 6:00pm                                     |
| 8  | 112950    | IMMACULATE HEART OF MARY SCHOOL                        | 聖母無玷聖心學校            | Mr Jaffe Yip                       | 葉訓祥先生                              | 3464 0548        | paosim@edb.gov.hk   | Wednesday 9:00am to 6:00pm                                  |
| 9  | 112992    | PUI LING SCHOOL OF THE PRECIOUS BLOOD                  | 寶血會培靈學校             | Mr Jaffe Yip                       | 葉訓祥先生                              | 3464 0548        | paosim@edb.gov.hk   | Wednesday 9:00am to 6:00pm                                  |
| 10 | 113000    | TUNG KOON SCHOOL                                       | 東莞學校                | Mr Alfred YUEN                     | 袁海發先生                              | 3464 0529        | eosim6@edb.gov.hk   | Tuesday 9:00am to 6:00pm                                    |
| 11 | 113107    | TSUEN WAN CHIU CHOW PUBLIC SCHOOL                      | 荃灣潮州小學              | Mr Alfred YUEN                     | 袁海發先生                              | 3464 0529        | eosim6@edb.gov.hk   | Tuesday 9:00am to 6:00pm                                    |
| 12 | 113174    | MARY OF PROVIDENCE PRIMARY SCHOOL                      | 天佑小學                | Mr LEUNG Chi-shing                 | 梁志成先生                              | 3464 0535        | eosim5@edb.gov.hk   | Thursday 9:00am to 6:00pm                                   |
| 13 | 113182    | THE CHURCH OF CHRIST IN CHINA KEI SAN SECONDARY SCHOOL | 中華基督教會基新中學          | Ms Portia CHIU                     | 趙金鳳女士                              | 3464 0532        | eosim7@edb.gov.hk   | Wednesday 9:00am to 6:00pm                                  |
| 14 | 113190    | S.K.H. CHU YAN PRIMARY SCHOOL                          | 聖公會主恩小學             | Ms Pauline LAW                     | 羅寶蓮女士                              | 3464 0553        | aeosim14@edb.gov.hk | Monday 9:00am to 6:00pm                                     |

Q & A

**Thank You!**