

# **How to help students develop their own Student Learning Profile (SLP) through story-telling**

Life-wide Learning Section  
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# Examples of 6 Cs

- **Character education** — honesty, self-regulation and responsibility, hard work, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, personal health and well-being, career and life skills.
- **Citizenship** — global knowledge, sensitivity to and respect for other cultures, active involvement in addressing issues of human and environmental sustainability.
- **Communication** — communicate effectively orally, in writing and with a variety of digital tools; listening skills.
- **Critical thinking and problem solving** — think critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources.
- **Collaboration** — work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diverse others.
- **Creativity and imagination** — economic and social entrepreneurialism, considering and pursuing novel ideas, and leadership for action.

# Student Learning Profile(SLP)

## - *Secondary Education Curriculum Guide(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.

# Theories

- Assumption: **Constructivism**
- Relevant disciplines: Psychology/Counselling
  - e.g. **Narrative psychology**: "storied nature of human conduct" - how human beings deal with experience by constructing stories and listening to the stories of others
  - e.g. **Narrative therapy**: Problem saturated stories lead to our personal problems and narrative therapy helps clients build their healthy stories.

# Reflection of Task 1

- The stories we tell about ourselves are **reflections**.
- They represent our **perception of our past, understanding of the present** and the **expectation of our future**, which are the key to our well-being.

# The Science of Storytelling

<https://www.onespot.com/blog/infographic-the-science-of-storytelling/>

# 例子

## 廣告

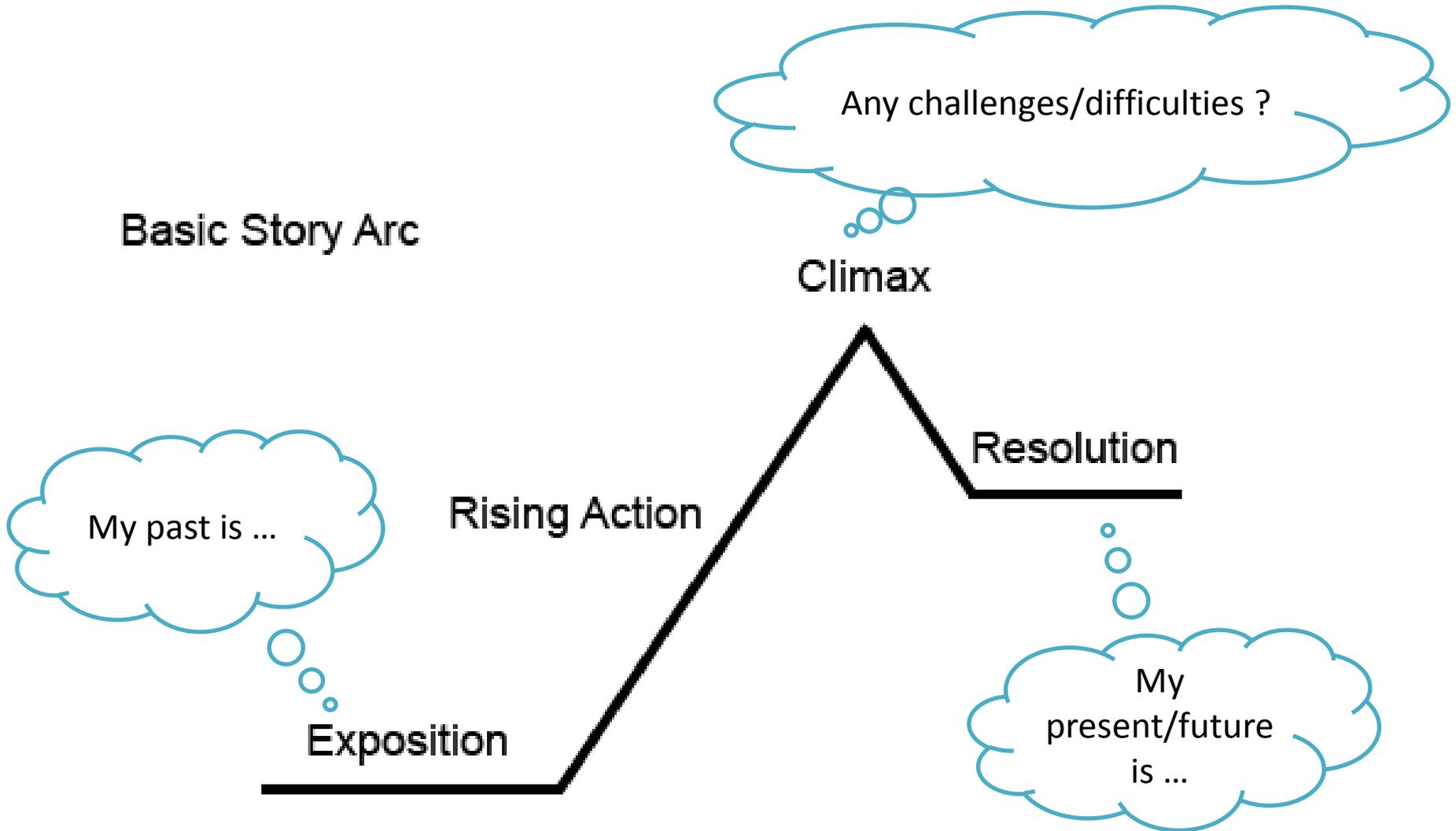
全新**XXX**卷紙，歐洲高科技研製，品質極佳。  
卷紙採用歐洲原紙製造，由三層組成，上下兩層軟滑，中間堅韌，可配合不同需要人士使用。備有純白原味及印花蘋果木香，用過後保證令你一試難忘。

# Speech of Jack MA in Gateway 17

[https://youtu.be/2pERJ\\_8muy4](https://youtu.be/2pERJ_8muy4)

# Basic Structure or Arc of a Story

Basic Story Arc



# To Tell a Story

## Principle

- Target-oriented
- Real, Relevant and Authentic
- Reflection, **Articulate(Tell)** and **Practise(Share)**
- Setting: **Respect and Care**

# To Tell a Story

## Principle(cont')

- **Be narrative** - articulating life experiences in a meaningful way (e.g. values, effort, importance, implications, commitment)
- **Be positive**
  - Responsibility?
  - Alternative view?
  - Power of control?
- **Be structured** (a start, some plots/snapshots, and an ending)

# Remark: Finding in SLP Review Study 2014/15

**holistic planning**

**emphasis on educational aims**

**early interface in the junior secondary**

**Strong Correlations**

**Self-directed Learning**

**Whole-person Development**

# Summary

- Your life story represent yourself.
- Schools are encouraged to help students prepare and tell their own stories.
- Connect three moments of a story (i.e. the beginning, the middle and the ending) through reflections in a meaningful way.
- Students can make use of the SLP as a platform to tell their own stories.

# Coming PDP

- Course Title:  
Seminar on Implementation of SLP through Whole-school Approach(New)
- Course ID: CDI020180850
- Date: 2018/05/30 (Wed)
- Time: 2:00 pm to 5:00 pm

**Q & A**

**Thank You!**