Curriculum Planning of Student Learning Profile (SLP)

Life-wide Learning Section
Curriculum Development Institute
12 October 2018

Outline

* Curriculum Development of SLP

    * Background

    * Latest Development

* Examples of School Practices

* Research Findings

* Reference and Support

Background: Learning for Life, Learning through Life – Reform Proposal for the Education System in Hong Kong (2000)

Principles:

1. **Student-focused**

2. **"No-loser"**

3. **Quality**

4. **Life-wide learning**

5. **Society-wide mobilisation**

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 21st Century

Background: Learning for Life, Learning through Life – Reform Proposal for the Education System in Hong Kong (2000)

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 21st 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.**

http://www.e-c.edu.hk/en/publications_and_related_documents/rf1.html

"Birth" of SLP

Learning to Learn (2001)

BECG (2002) / SSCG (2009)

8 Key Learning Area Curriculum Guides (2002)

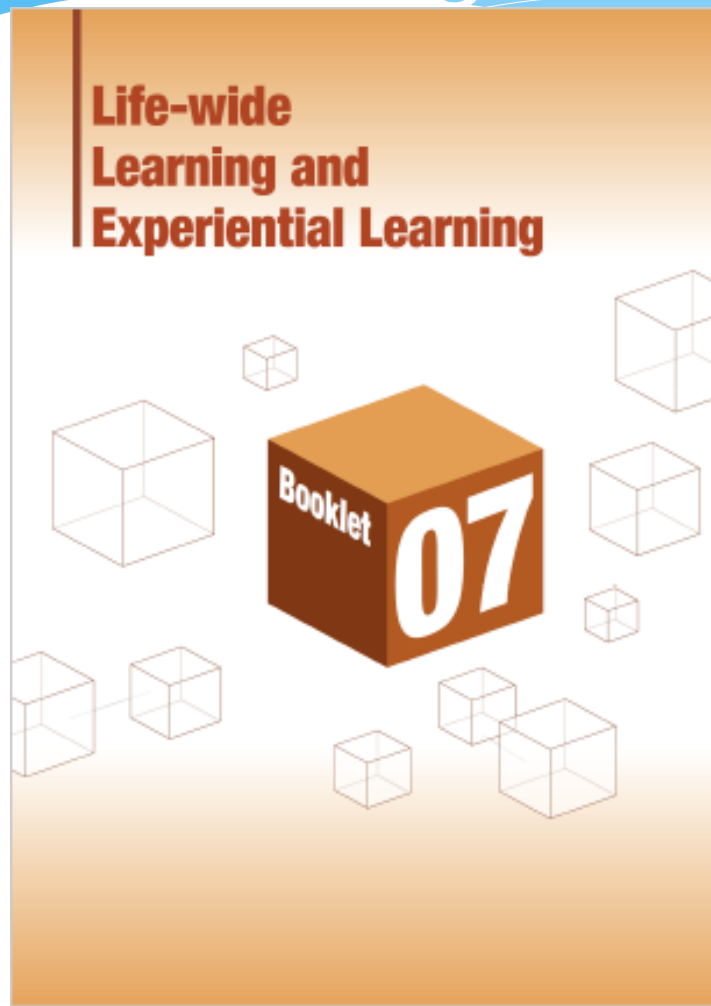**Curriculum (and Assessment Guide) of Subjects**

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

Secondary Education Curriculum Guide (SECG, 2017) – Booklet 7: Life-wide Learning and Experiential Learning

Life-wide Learning and Experiential Learning

Booklet 07

7.5 Student Learning Profile

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.

7.5.2 Content of SLP

- To serve as evidence of whole-person development during the SS years, the content of an SLP may include brief information on a student's:

  - academic performance in school;

  - OLE;

  - performance/awards gained outside school; and

  - self-account of his/her personal development, qualities, strengths, interests and experiences (e.g. highlighting impressive learning experiences or career goal setting).

- When building up an SLP, students should not be asked to give an account of each and every detail of the activities they have been participating in. It is the quality that matters, not quantity. It is also not necessary to over-emphasise correct language use in the self-account, to the extent that

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Purpose of SLP

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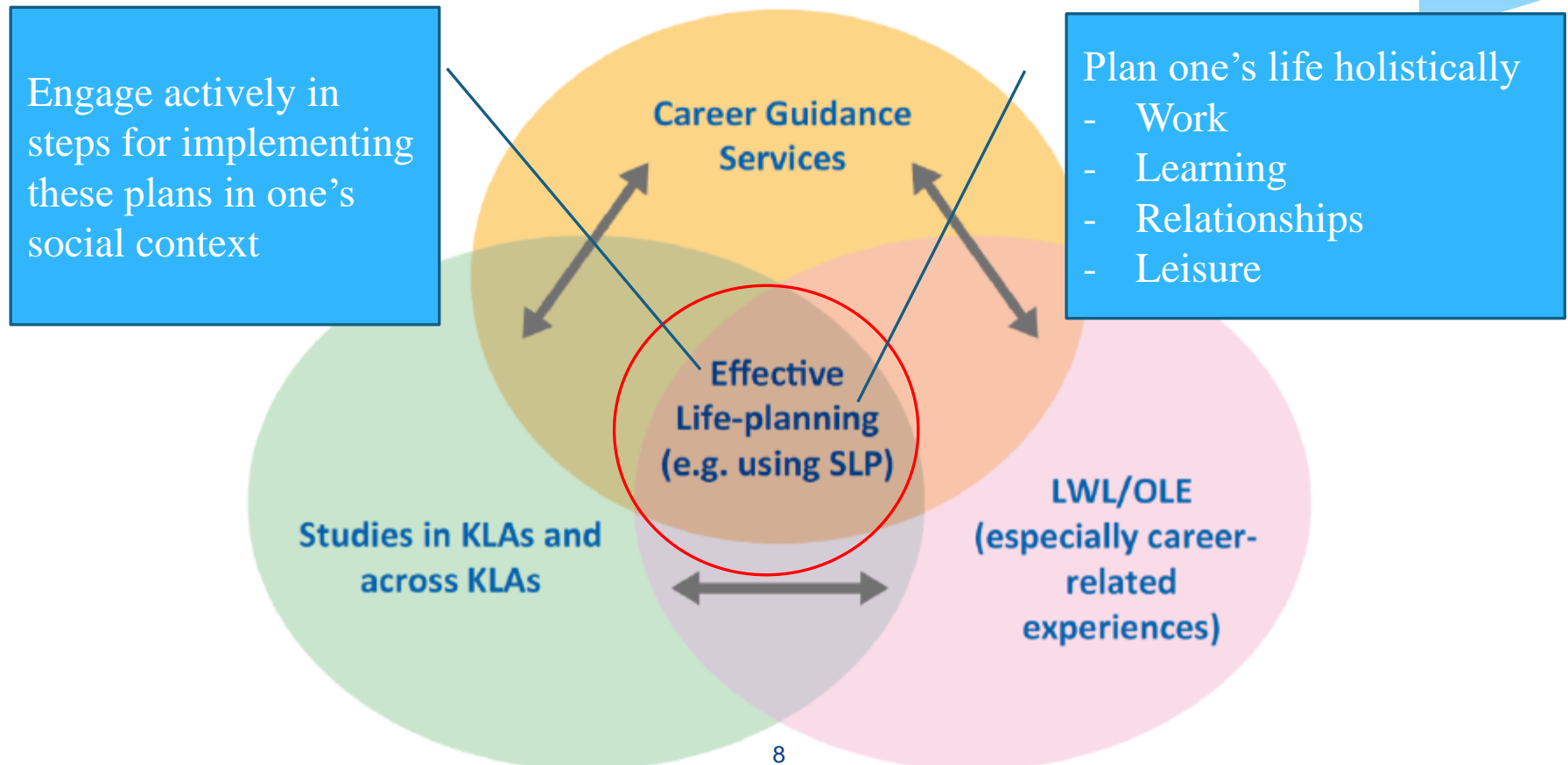
Dual purposes

Deep Learning, ownership and responsibility

Connection with Life-Planning – **Booklet 9:** Career and Life Planning – Multiple Pathways for All Students to Excel (**SECG, 2017**)

Figure 9.3   Flexible Connection of Curriculum Components and Career Guidance Services

Engage actively in steps for implementing these plans in one's social context

Plan one's life holistically
- Work
- Learning
- Relationships
- Leisure

Career Guidance Services

Effective Life-planning (e.g. using SLP)

Studies in KLAs and across KLAs

LWL/OLE (especially career-related experiences)

Content of SLP

* Content of SLP <u>may</u> include:
    - academic performance in school;
    - Other Learning Experiences (OLE);
    - performance/awards gained outside school; and
    - self-account of his/her personal development, qualities, strengths, interests and experiences (e.g. highlighting impressive learning experiences or career goal setting).

* **Principle: Quality is more important than quantity**

Academic Performance in School

校內學科成績
Academic Performance in School

科目 Subject	2017-2018 中六 S.6		2016-2017 中五 S.5		2015-2016 中四 S.4		主要作品名稱 Name of Key Projects
	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	滿分 Full Mark	校內表現 Mark /Performance in School	
中國語文 Chinese Language	300	200	300	175	300	(100)	
英國語文 English Language	300	190	300	180	300	160	
數學 Mathematics	100	90	100	95	100	95	
通識教育 Liberal Studies	100	80	100	50	100	65	獨立專題探究：發展中國家的環保科技 IES Assignment: Environmental Protection Technology in Developing Countries
生物 Biology	100	90	100	85	100	60	
健康管理與社會關懷 Health Management and Social Care	100	85	100	85	100	85	香港公眾健康—疾病監察 Public Health Project on Disease Surveillance in Hong Kong

Other Learning Experiences

活動項目(及簡介)* Programmes (with description)	學年 School Year	參與角色 Role of Participation	合辦機構 (如有) Partner Organisations (if any)	其他學習經歷的 主要種類 Major Components of Other Learning Experiences	獎項 / 證書文憑 / 成就** (如有) Awards / Certifications / Achievements (if any)
共同策劃社會服務 Community Service Together 在教師和社福機構專家的指導下，學生組成小組去策劃社會服務。組織工作包括計劃、跟社福機構聯絡及評估服務。這項活動的目的是為提升學生承擔重要責任的能力及學習的素質（例如解決問題的能力、創意和責任感）。 Students organise their own Community Service in small groups, under the supervision of teachers and experts from community agencies. Tasks include planning, liaising with community agencies as well as evaluating their service. The programme is designed to empower students with key responsibilities and enhance their quality of learning (e.g. problem solving, creativity and responsibility).	2015-2016	組長 Group Leader	香港青年協會 The Hong Kong Federation of Youth Groups	社會服務 Community Service 德育及公民教育 Moral and Civic Education 與工作有關的經驗 Career-related Experiences	出席證書 Certificate of Participation

Performance/Awards Gained Outside School

活動項目(及簡介) Programmes (with description)	學年 School Year	參與角色 Role of Participation	主辦機構 Organisation	獎項 / 證書文憑 / 成就* (包括等級/分數，如有) Awards / Certificates / Achievements* (including grades/marks, if any)
英國皇家音樂學院鋼琴試 Associated Board of the Royal Schools of Music, Piano Examination	2015-2016	考生 Candidate	香港考試及評核局 Hong Kong Examinations and Assessment Authority	英國皇家音樂學院, 八級鋼琴 Associated Board of the Royal Schools of Music, Piano Examination, Grade 8
英國皇家音樂學院聯合委員會術科考試及樂理考試，為本港最為人熟悉的音樂考試 The ABRSM examinations are the most popular music examinations in Hong Kong				

Self-account of his/her Personal Development, Qualities, Strengths, Interests and Experiences

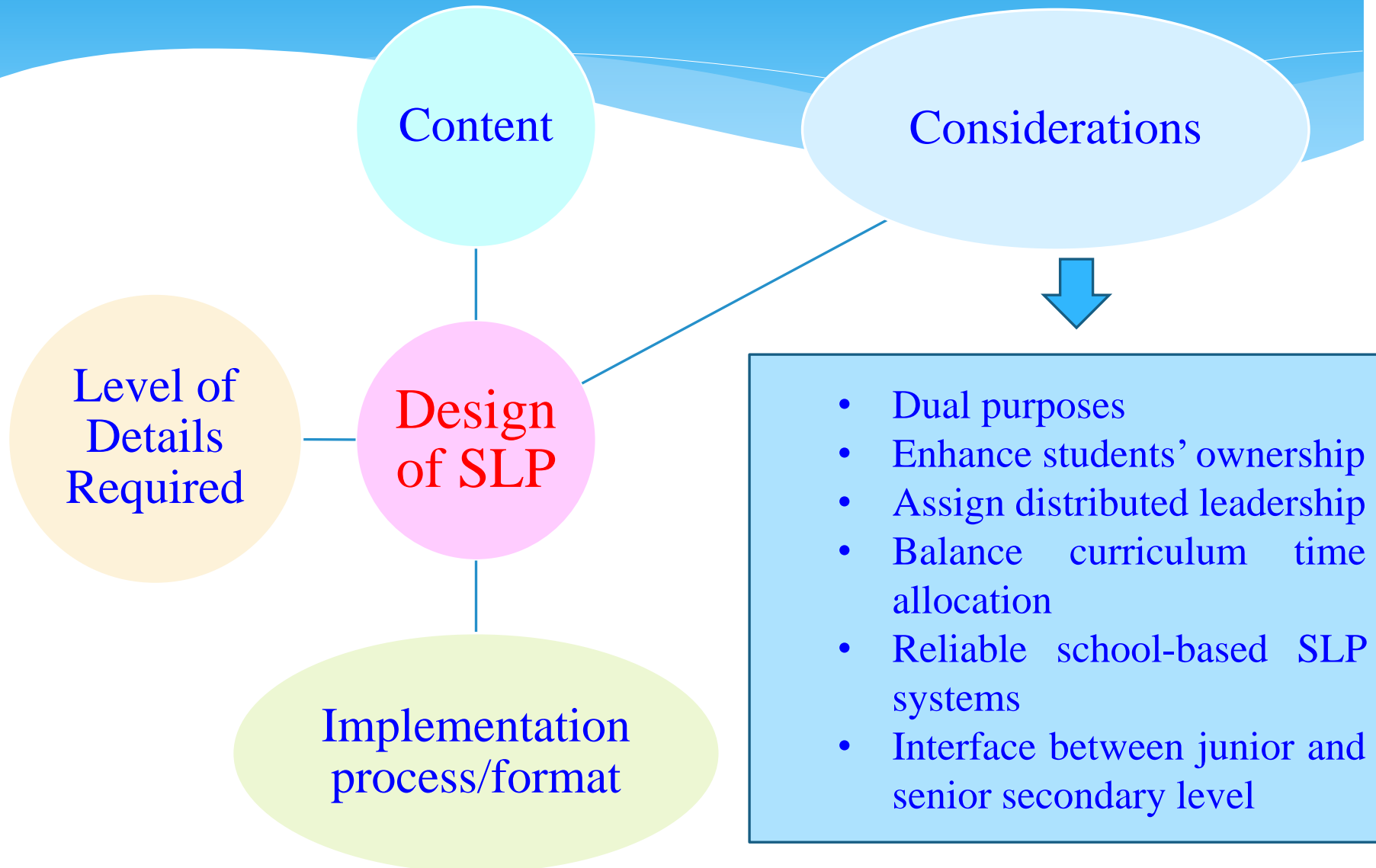## 學生的自述 Student's 'Self-Account' (可選擇填寫 / Optional)

學生可於本欄提供額外資料，重點描述其在高中或以前的學習階段中的學習生活及個人發展方面的情況，以便其他人士(例如各大專院校及未來僱主等)參考。

舉例說，學生可概略地叙述一項印象深刻的學習經歷，如何影響其個人成長及人生目標。學生也可於本欄述說其訂定人生目標的故事，如何影響其個人抱負及全人發展。

In this column, students may provide additional information to highlight any aspects of his/her learning life and personal development during or before senior secondary education for the reference of readers (e.g. tertiary education institutions, future employers). For example, the student may briefly highlight an impressive learning experience that has an impact on his/her personal growth and goal setting. The student may also give an account of how he/she works towards his/her personal goal to meet his/her career aspirations or foster whole-person development.

我喜歡與人相處……在初中，我是一名童軍，喜歡透過社會服務接觸人群，在過程中，我學習到很多解決問題的方法，這些經驗豐富了我的學習，對我的研習有著正面的影響。在一個「*關心社區*」的活動中，作為一群年青人，我們向區議會反映意見，改善社區設施，讓鄰舍更有效使用區內的環境。舉例說，我們發現有些椅子的擺放位置並不理想，因為那裡有些沒有上蓋的金屬椅子，在炎熱的夏季是不能使用的，我們把這些發現及相關建議提交區議會考慮。在高中，我有機會參與其他類型的社會服務，例如，在一項名為濕地公園暑期實習計劃中，我可透過導賞活動推廣濕地保育及環保意識。透過這些活動，我可以身體力行地去愛和關心他人，而且我變得更具分析力、觀察力及對人的需要更加敏銳。因著這些正面的經驗，我有更多寫作的題材及設計的意念，我的溝通能力和社交技巧也改善了。除了在學習上的得益，我也發展了著重紀律及關愛別人的性格，比較起童年時以自我為中心的態度，我對自己的強項和限制，及對個人的抱負都了解多了。

Example of SLP

Design of SLP

Content

Considerations

Level of Details Required

Design of SLP

Implementation process/format

- Dual purposes
- Enhance students' ownership
- Assign distributed leadership
- Balance curriculum time allocation
- Reliable school-based SLP systems
- Interface between junior and senior secondary level

Implementation of School-based SLP(1)

* "Student-led" and "reflection-oriented" approaches are recommended
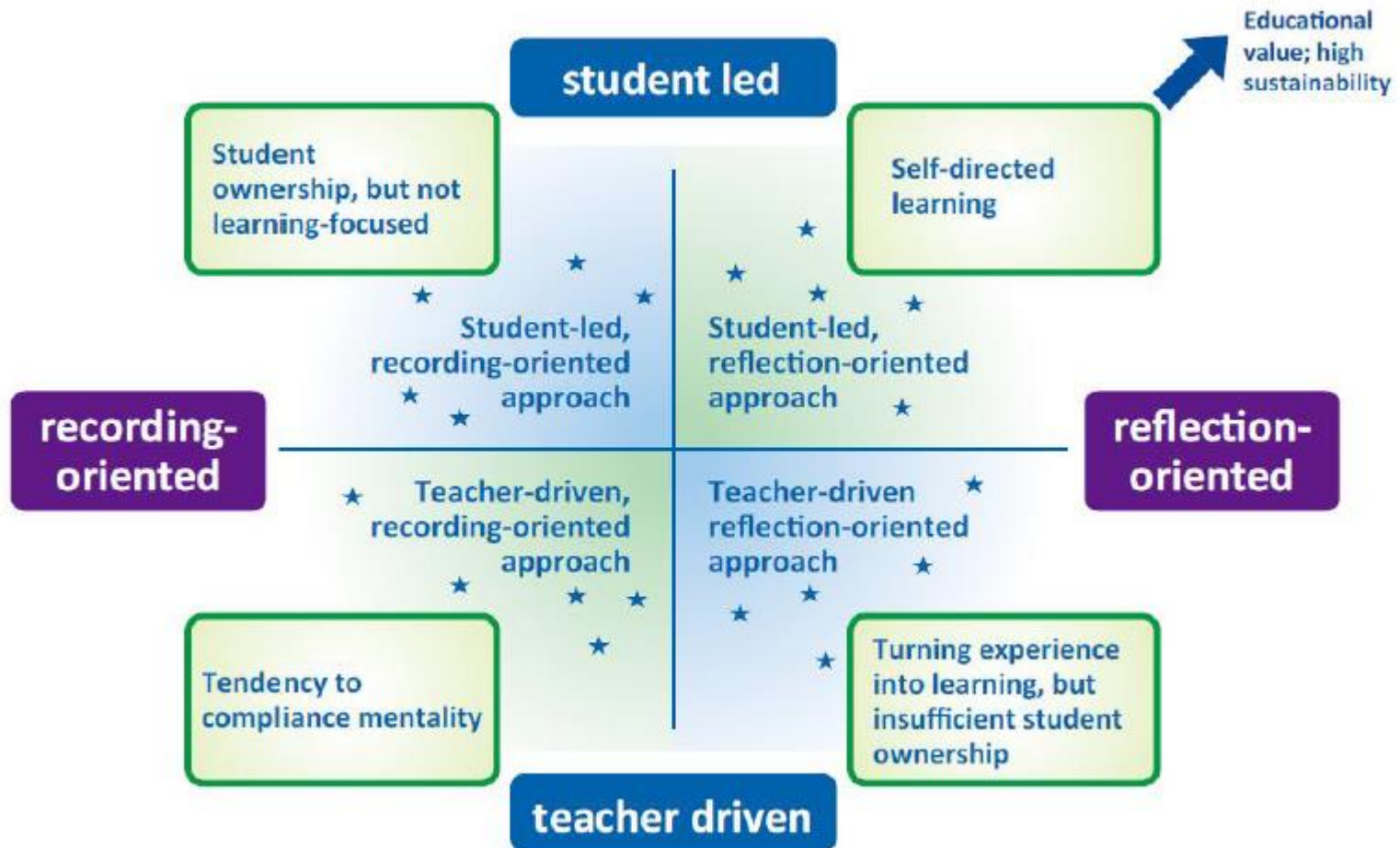
Implication of "Student-Led" and "Reflection-oriented"
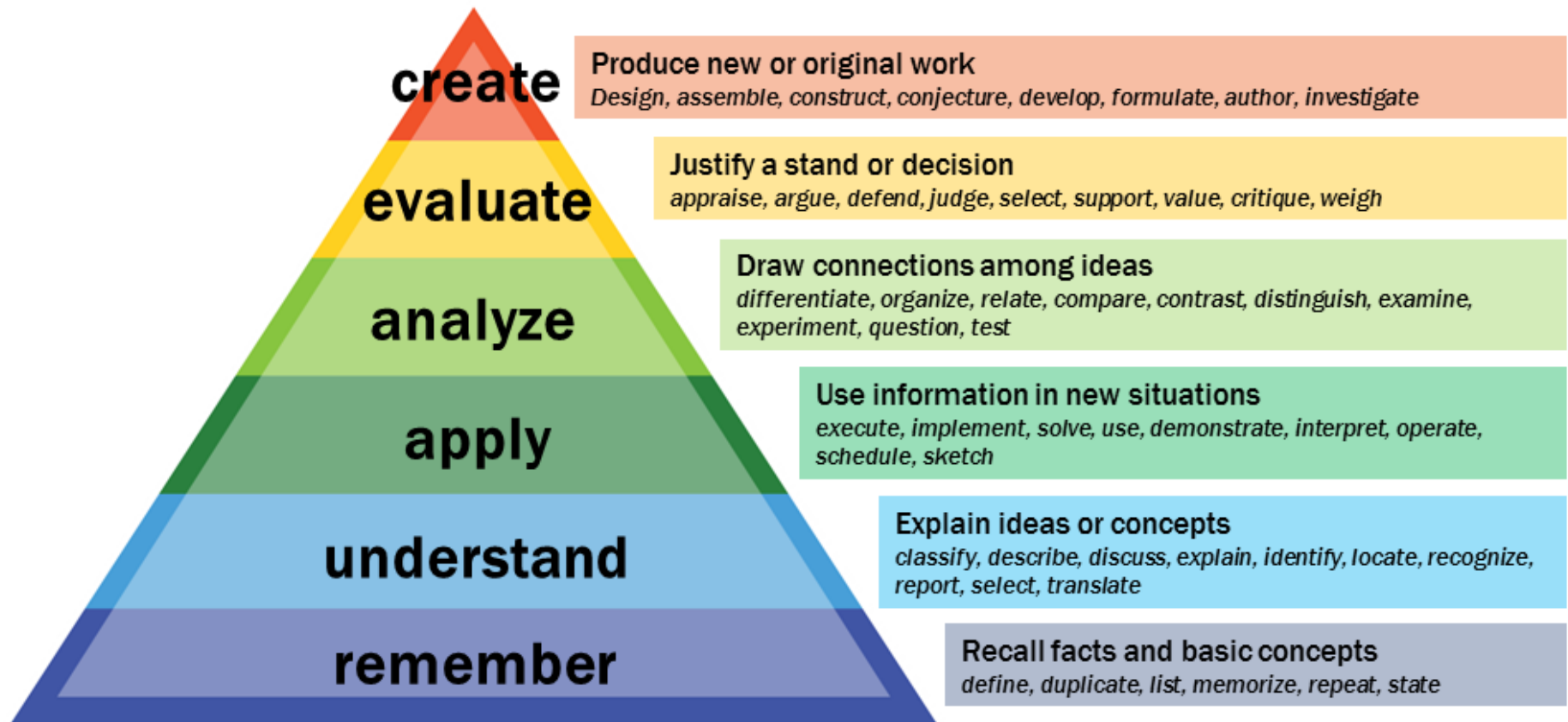
Activity

There are some images in the next slide. Please watch them and remember your first impression. The following questions will be discussed afterward.

* **Remember**: What did you see in the next slides?
* **Understand**: What are the image in your first impression?
* **Apply**: What is expected for you to apply in the new situation?
* **Analyse**: How to analyse those images?
* **Evaluate**: How to evaluate those images to make decision?
* **Create**: Is there any implication to you from this experience?
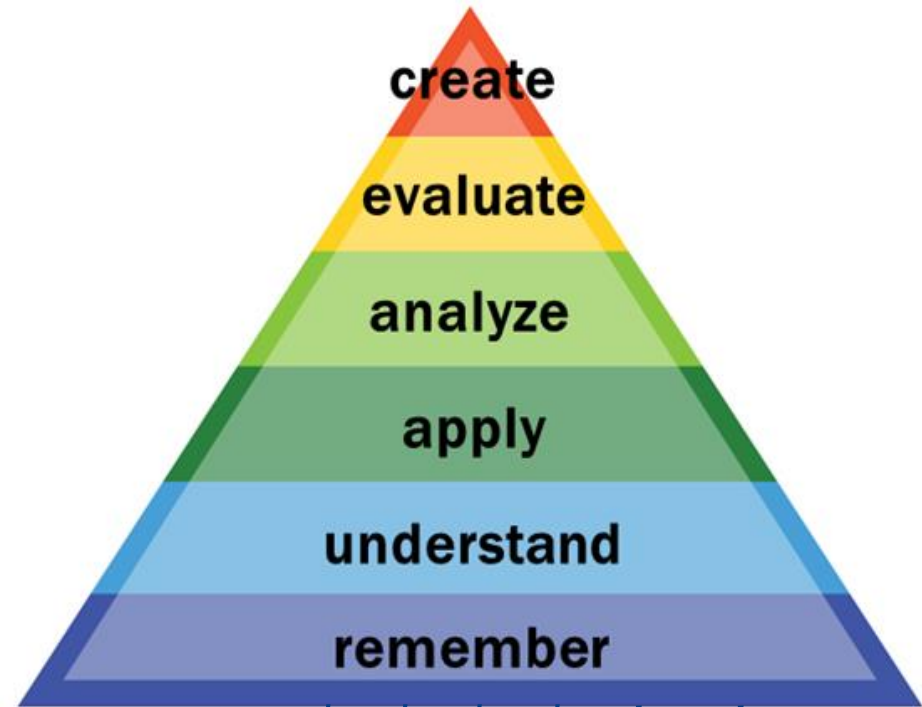
Learning through Reflection

Activity I

S4

Activity III

S6

Activity II

S5

Bloom's Taxonomy

create

evaluate

analyze

apply

understand

remember

* What is your reflection in the OLE activity/S4/S5/S6/SS level?
* What do you think about the meaning of this experience?
* Any implication to you?
* What is your goal?
* What is your plan?

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Implementation of School-based SLP(2)

Schools are recommended to note the following to enhance the reflective learning process:-

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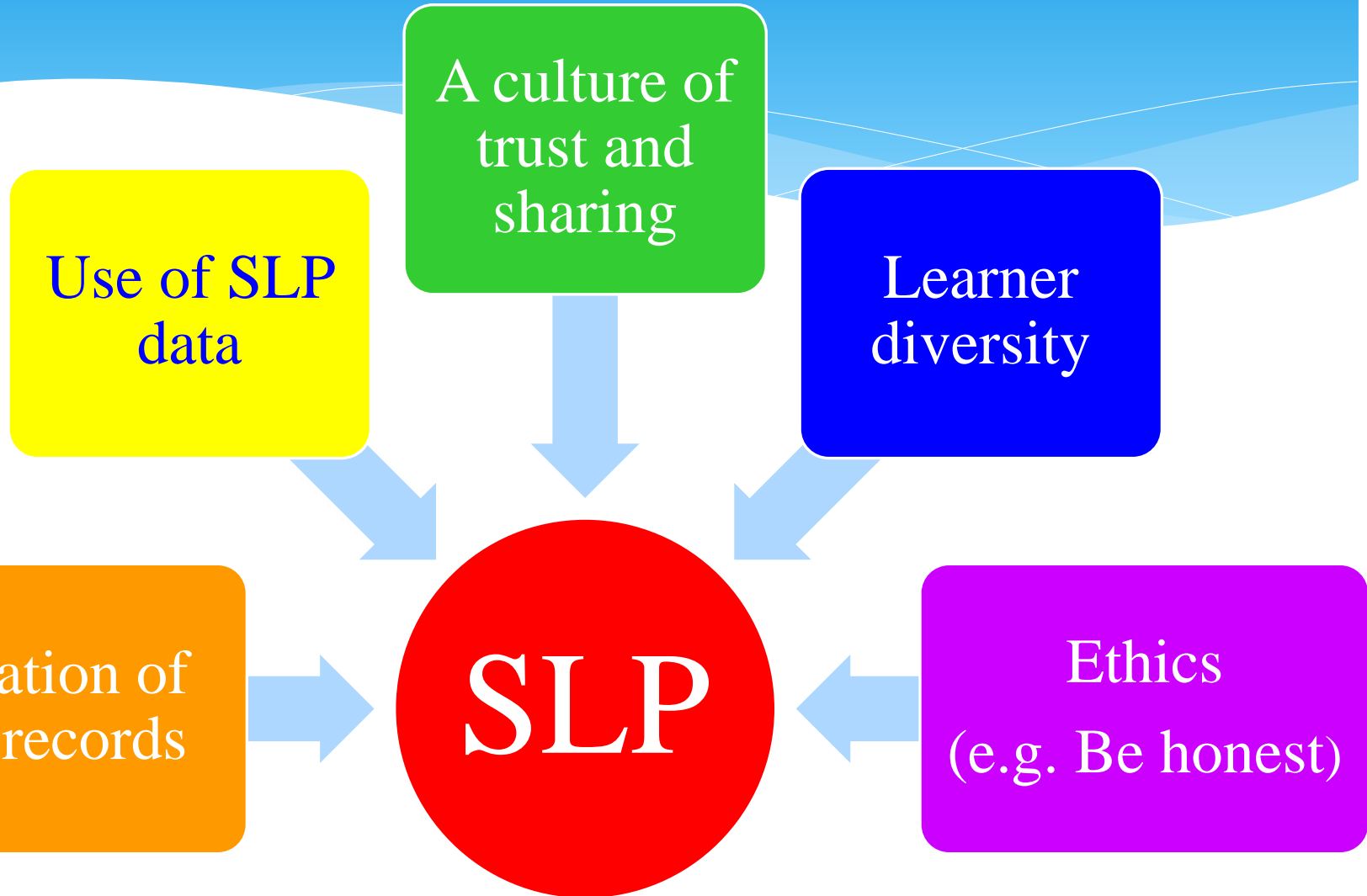* Providing platforms for students to tell their learning stories
* Whole-school approach

香港青年探索人生意義調查

* 有機構的調查發現，香港的年輕人普遍抱有積極的人生態度。74%參加者認為一生中應該追求「人生的意義」或「夢想」，相反只有不足一成著重追求「金銀財寶」等物質及名利。有39%學生認為「選擇合適職業」是人生中最重要的決定，當中近8成認為追尋夢想及人生的意義為選擇職業最先決的因素。此外，調查亦發現42% 學生認為「能一直做自己喜歡做的事」是成功的人生，有23%學生認為能夠過「無悔」的人生是成功；反觀只有5%學生認為「名利雙收」才是成功的人生，亦只有不足4% 的學生害怕「無錢、無樓」；另外亦有接近一半的學生對時間擁有正面的認知。

(22-01-2018)

資料來源：http://www.ecampustoday.com.hk/book-detail.php?id=3143

Key issues related to SLP

A culture of trust and sharing

Use of SLP data

Learner diversity

Validation of OLE records

SLP

Ethics (e.g. Be honest)

Examples of School Practices (1)

* Assign a teacher as the SLP co-ordinator to co-ordinate the implementation of SLP

* To plan the schedule which matches with the key dates of the school calendar and various post-secondary applications (e.g.JUPAS, E-App,內地部分高等院校免試招收香港學生計劃)

DECEMBER 2018

30 NOV – 01 DEC	Information Day for **VTC - THEi**
05 DEC	**DEADLINE** for submission of applications for admission via the JUPAS online application system ◷ 11:59 pm
05 DEC	**DEADLINE** for Applicants with Disabilities to submit and upload information via the JUPAS accounts ◷ 11:59 pm
06 DEC	Applicants can update their programme choices via the JUPAS accounts from this date onwards ◷ 9:00 am

JANUARY 2019

| 01 JAN | The first day of January |
| 09 JAN | **DEADLINE** for submission of Other Experiences and Achievements in Competitions / Activities (OEA) information and uploading of required supporting documents (as appropriate) via the JUPAS accounts ◷ 11:59 pm |

APRIL 2019

| 26 APR | **DEADLINE** for submission of Student Learning Profiles (SLP) via the JUPAS accounts ◷ 11:59 pm |

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Electronic Advance Application System for Post-secondary Programmes

The Government of the Hong Kong Special Administrative Region

GovHK香港政府一站通 | TEXT ONLY 繁體版 | **Site Map**

Home

Participating Institutions

Programmes

Important Dates

Demo

Important Dates

Date	Event
06 December 2018	Commencement of E-APP Main Round Application
14 May 2019	Deadline for E-APP Main Round Application
21 May 2019	Commencement of E-APP Second Round Application
30 June 2019	Deadline for E-APP Second Round Application
10 July 2019*	Announcement of the 2019 HKDSE Results by HKEAA
05 August 2019*	Announcement of the 2019 JUPAS Main Round Offer Results

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Example - schedule

* S3   -Introduce SS curriculum (including SLP)
* S4   -Introduce the SLP platform, collect data for SLP and provide guidance for reflection
* S5   -Collect data for SLP and provide guidance for reflection

      -Start to prepare personal statement (usually before the summer holidays)

* S6   -Collect data for SLP and provide guidance for reflection

      -Prepare student for various post-secondary applications

(Lesson time is allocated to SS students to conduct reflection)

Examples of School Practices (2)

* To develop a school-based IT platform/system for collection of SLP data (e.g. direct input by students / provision of data by softcopy)

* To integrate with various curricula/theme/QEF project/major concerns to enhance efficiency (e.g. Career life-planning framework / school-based Moral and Civic Education curriculum/School mission & vision)

Sample

中一非學術反思----尊重

姓名：_____（　　）　　班別：_____　　日期:_____

反思主題：

基於人口不斷上升，人類甚少能離群獨處。再者，群居帶來合作。在互相扶持之下，人類的生活比獨居更理想。可是，個人的性格有異，相處時有可能遇到意見不一的情況。因此，人類在行為上要互相禮讓，態度上要互相接受，這就是尊重的基礎。基於尊重，社會上的衝突將減至最少，合作會順利進行，最終達至人類共同進步。彼此尊重是文明的表現。兒童在成長的初期會偏重個人的需要，對個人行為及至於他人的影響了解不深，因此容易惹人反感而不知。兒童之間的衝突多基於彼此的不尊重的幼稚表現。所以在青少年的成長中，學習互相尊重是決定青少年未來能否合群的重要因素。然而，尊重涉及犧牲個人的要求，又或要接受與自我差異的存在。有時難免強人所難。所以，尊重他人的程度因人而異。但是無論如何，人類彼此的合作以至世界和平都必須以尊重為基礎。

自我反思

請同學回顧生活點滴，從中發掘及深思與本主題呼應的領悟，以文字在下列空位中演繹，作為成長中的一個紀錄，又或作改善個人表現的一個評估。語言、格式與字數不限，只需清楚表達便可。同學在學年結束可取回所有文章正本，然而學校會保留副本。同學可以互相交換觀摩及表達意見。文章內容不限於自己的故事，可以是別人的故事。但內容必須與本主題呼應。希望同學能從自我反思中建立健康的價值觀，令自己順利地立足於世上。

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Summary and Recommendations

* Emphasie on dual purposes of SLP

* Encourage "Student-led" and "Reflection-oriented" Approaches

* Provide more opportunities for interactive dialogues among students and teachers

* Enhance students' awareness on the use of SLP for further studies and future employment

* More systematic(e.g. interface) and comprehensive (e.g. holistic) design for implementation of SLP to support and encourage students develop their own SLP

Reference and Support: Reference on EDB website

學生學習概覽 Student Learning Profile (SLP)

介紹 Introduction

學校推行例子 School Examples

工具 Tools

學生學習概覽例子 SLP Examples

其他學習經歷 Other Learning Experiences

常見問題 Frequently Asked Questions

參考資料 Reference

學生學習概覽 與 多元出路 SLP & Multiple Pathways

教師培訓資料 Teacher Professional Development Resources

http://cd1.edb.hkedcity.net/cd/lwl/ole/SLP/slp_index.asp

其他學習經歷 Other Learning Experiences（OLE）

介紹 Introduction	時間安排例子 Time Arrangement Examples	「讓學生成為學 習經歷設計者」 網絡 Student-LED Network	活動資料庫 Activity Data Bank	學校推行例子 School Examples	學習經歷資源角 Learning Experiences Resource Corner	學生學習概覽 Student Learning Profile	常見問題 F. A. Q

常見問題 Frequently Asked Questions

其他學習經歷	學生學習概覽	ENG
有關課時安排	有關電子工具運用	
有關範疇分類	有關推行方法	
有關推行模式	有關升學出路	
其他	其他	

有關升學出路

問17：有報章報道，不少學生因學科需要，嚴重缺時，加上在大學收生過程中，院校大多不看重其他學習經歷或 「學生學習概覽」，「學生學習概覽」是否無用？會否考慮取消「學生學習概覽」以減輕學校的工作？

答17：「學生學習概覽」是一個促進學生反思個人發展的學習工具，同時亦是一個展示學生個人特質及發展的撮要，可以作為全人發展的佐證。學生更可以藉此機會述說自己的學習故事及規畫個人發展，這個學習過程對學生長遠得益更為重要。

除了報考大學，「學生學習概覽」亦可作為是學生報讀其他的專上院校或就業時提交給僱主的參考資料。學生可根據不同課程或僱主的要求撮要他們的概覽資料，編製簡明扼要的報告，反映他們於高中時期在全人發展方面的參與情況和成就。此外，「學生學習概覽」可讓提早離校的學生，在適當的時候向未來的僱主和其他教育機構提供有用的資料。

根據課程檢討的初步數據顯示，「學生學習概覽」對學生在自我認識、及早規劃未來及建立前路觀尤有幫助，學生在預備「學生學習概覽」的過程中，能有效培育他們的反思習慣，使他們更有方向感及早作準備的意識。

截至2017年12月為止，超過30所非聯招的專上院校、102所內地高等院校及 超過190所海外教育機構均接納或考慮「學生學習概覽」作為提供學生全人發展佐證的參考文件。 (至頁頂)

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

Dos	Don'ts
Students should be introduced to the formative use of SLP apart from its instructional values and SLP should be best implemented through a student-led, reflection-oriented approach. Students should be encouraged to monitor their own SLPs through print-based or electronic platform on regular basis and provided with ample opportunities to share their learning experiences with their peers, which in turn raises students' ownership of their SLPs as well as enhances their self-directed learning abilities and therefore maximises the intrinsic values of SLP.	SLP should **NOT** be seen merely as detailed records of all the participation and achievements of individuals. During the SLP building process, students are given opportunities and guidance to review their records, reflect on learning experiences and select appropriate items to be included in the final profiles which should be simple, concise and easy to read. A teacher-driven, recording-oriented approach can be adopted as a starting strategy but schools are expected to further enhance their school-based SLP for sustainable development.

Reference: SLP Modules in WebSAMS

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

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

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最新消息

03.10.2018	【新增功能】	網上校管系統新發布及計劃中的新增功能 UPDATED
28.09.2018	【版本更新】	「網上校管系統」(Rel 3.0.0.28092018) new
20.09.2018	【使用指引】	如何使用WebSAMS呈報缺課個案 UPDATED
18.09.2018	【聯遞系統訊息】	緊急提示：2018-19學年9月點算在學學生人數颱風後的最新安排(點算日期：2018年9月21日) new
17.09.2018	【聯遞系統訊息】	2018-19學年9月點算在學學生人數安排的提示
10.09.2018	【使用指引】	使用「網上校管系統」呈報[實際在學人數點算2018]須知 中學 小學 new
10.09.2018	【使用指引】	使用「網上校管系統」向教育局遞交2018/19 班別及科目資料指引new
03.09.2018	【參考資料】	FAQs for Commencement of New School Year (English Version Only) UPDATED

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
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
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
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
112755	YUEN LONG PO KOK PRIMARY SCHOOL	元朗寶覺小學	Mr Jaffe Yip	葉圳祥先生	3464 0548	paosim@edb.gov.hk	Wednesday 9:00am to 6:00pm
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
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
112950	IMMACULATE HEART OF MARY SCHOOL	聖母無玷聖心學校	Mr Jaffe Yip	葉圳祥先生	3464 0548	paosim@edb.gov.hk	Wednesday 9:00am to 6:00pm
112992	PUI LING SCHOOL OF THE PRECIOUS BLOOD	寶血會培靈學校	Mr Jaffe Yip	葉圳祥先生	3464 0548	paosim@edb.gov.hk	Wednesday 9:00am to 6:00pm
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
113107	TSUEN WAN CHIU CHOW PUBLIC SCHOOL	荃灣潮州公學	Mr Alfred YUEN	袁海發先生	3464 0529	eosim6@edb.gov.hk	Tuesday 9:00am to 6:00pm
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
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
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

Relevant PDPs and Contact

Title	Time
How to Foster Student's Deep Learning Through SLP	Mar 2019
	May 2019
Implementation of SLP through Whole-school Approach	May 2019

Enquiry on SLP in curriculum perspective:

Mr Chris YAU

Life-wide Learning Section

Tel: 2892 6490

Email: cdolwl22@edb.gov.hk