

# Telling One's Own Story with Student Learning Profile(SLP): Strategy and Practice

Life-wide Learning Section  
Education Bureau  
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# Connection with Day 1

## Macro Perspective

### 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.

Dual purposes

Deep Learning, ownership and responsibility

# Outline

# Micro Perspective

- ◎ What is storytelling of SLP?
- ◎ Why is storytelling?
- ◎ How to tell a life story?
- ◎ How to help student tell their stories through SLP?

# What is Storytelling of SLP?

- ◎ Make use of SLP to tell one's life story
- ◎ Your life story includes:
  - Your belief, values and attitudes
  - Significant people & events
  - Your aspirations
  - Your feelings
- ◎ Connection of your experiences(Past, Present, Future)

**Reflection**

- ◎ Target-oriented: The story changes over the time

# Example (02:59-05:34)

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

# Jack MA's Story(1)

Past

Belief

◎ 30年前我會想，在我30歲之前，我是個失敗的人。我大學申請了三次，都失敗了。我高中畢業的第一天，高考失敗，我去警察局找工作，總共去了五同學，他們四個都錄取了，只有我被拒絕了。四個之中被錄取的其中之一，成了我的得力助手。他在警察局工作了20年，他是非常出色的警察，我們聊起這個事的時候，我們去警察局找工作的時候，你被拒絕了，他們感覺很驕傲，但是他說：「馬雲，你沒機會了。」

Exp 2

Exp 1

Sig. P1

# Jack MA's Story(2)

◎ 第二個讓我記憶深刻的事情就是，杭州第一間四星級酒店成立的時候，大夏天，我和表弟等了足足兩個半小時，就是為了申請服務員的工作。考核之後，我的分數比表弟高很多。面試之後，表弟被錄取了，我被拒絕了。因為他更高更帥。30年之後，現在，他還在那間酒店的洗衣房工作，我改變了我的命運。

Exp 3

Sig. P2

Feeling

# Jack MA's Story(3)

Sig. P3

Exp. 4

Goal/belief

Belief

- ◎ 還有一件事，我和朋友一共24個人申請KFC的工作機會，取錄了23個人，我是唯一被拒絕的人。我不知道為什麼，他們就敷衍了事。所以我覺得，上帝是讓我做自己的事業。我習慣了被拒絕，甚至今天，大多數失敗的時候，沒有成果的時候，我會說：「要習慣這樣，我們必須要習慣被拒絕，要習慣沒人來幫我們，沒人來支持我們的時候，我們不能習慣成功。成功的時候，我們都非常驕傲和感激。」



# Why is Storytelling?

◎ To Enhance:

○ self-understanding

○ self-image

○ communication

○ relationship

**Personal Development**

**Inter-personal Development**

◎ To facilitate planning/goal setting

◎ For certain purpose(s) – application for  
job/further study/day-to-day communication

**Foster self-directed learning and life-long learning**

**→ Whole-person Development**


# The Science of Storytelling

- ◎ Neural coupling
- ◎ Mirroring
- ◎ Dopamine level
- ◎ Cortex Activity
- ◎ 22X Speed - Message delivered as stories can be up to 22X more memorable than just facts

# The Story of Arnold CHAN

A decorative network diagram in the top right corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow white with a grey border. The connections form a complex, branching structure.

© <https://youtu.be/A5oCirxZ7B8>



Being a skillful **storyteller** as well as a skillful **audience** are both important communication skills.

# How to tell a life story?

1. Retrieve the experience
2. Choose a timeline
3. Set the theme
4. Plot the life story
5. Choose a format  
(e.g. verbal/written/video/role play)

Reference: <https://www.wikihow.com/Tell-Your-Life-Story>

# 1. Retrieve the experience

A decorative network diagram in the top right corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow with a dashed border. The connections form a complex, branching structure.

© Research on yourself



## 2. Choose a timeline

© Set starting point & ending point

# 3. Set the theme

© Make the story meaningful and impactful



# 4. Plot the life story

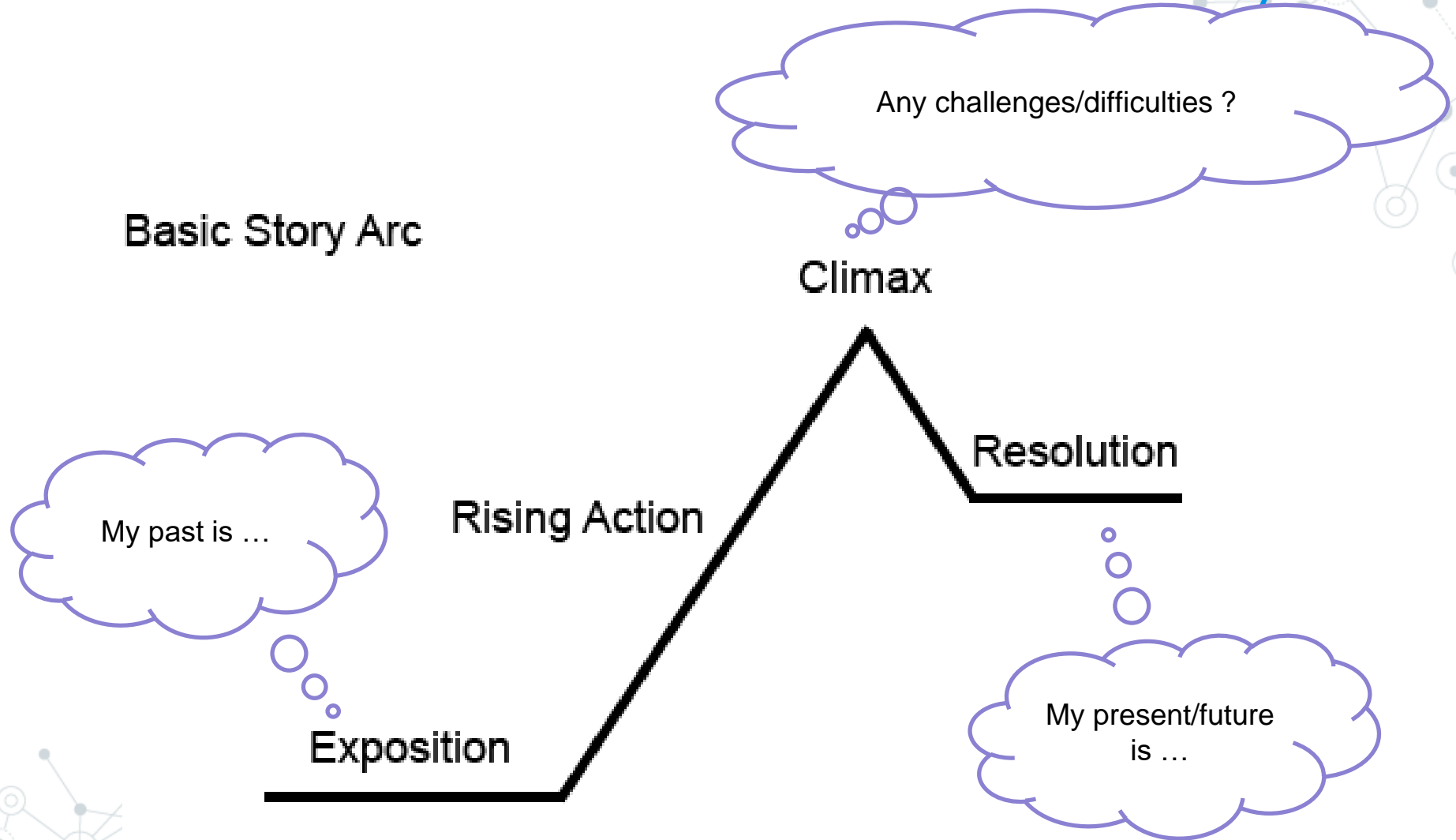
A decorative network diagram in the top right corner, consisting of various sized circles (nodes) connected by thin lines (edges). Some nodes are solid grey, while others are hollow with a grey outline. The connections form a complex, branching structure.

© Give the story structure, plot the outline



# Basic Structure or Arc of a Story

## Basic Story Arc



# Example(The case of Arnold CHAN)

My past is ...

- ◎ 在公開考試的時候，我的英文是很好的。而我以前是玩英文辯論的，所以其實很諷刺，(碩士課程的評核指)我的英語是不達水平。

My past is ...

The challenges/difficulties

- ◎ 而我第一次的工作評核說我的英語不夠好，後來我發現為何別人說我的英文不夠，其實我就很欠缺英文日常的溝通能力

The challenges/difficulties

# 5. Choose a format

- Ⓒ Autobiography / Poem / Personal Essay / Speak on stage / Role play / Screenplay / causal conversation

# How to help student tell their stories through SLP?(1)

1. Retrieve the experience
  - Build qualitative & quantitative record in SLP
2. Choose a timeline
  - SS period or more/longer
3. Set the theme
  - (Practice to) choose the right theme / choose the right material for a given theme

# How to help student tell their stories through SLP?(2)

4. Plot the life story
  - (Practice to) design the story structure
5. Choose a format
  - Chance/platform to express/present

# How to help student tell their stories through SLP?(3)

## Operational Concerns:

- ◎ To integrate with existing school practice
- ◎ To enhance Reflection(Authentic), Articulation(To tell) and practice(To share)
- ◎ To build supportive environment and culture →  
**Respect and Care**
- ◎ To arouse students' **awareness** on the use of their SLP/past experience

# Operational Concerns(1)

◎ **To integrate with existing school practice, for example:**

- School-based Moral and Civic curriculum
- School-based Career and Life Planning Framework
- Class Teacher period
- Language lessons



# Operational Concerns(2)

- ◎ To enhance **Reflection(Authentic), Articulation(To tell) and practice(To share)**
  - More “why” questions
  - Provide time and space to tell their stories
  - **More SS & TS interaction**
- ◎ To build supportive environment and culture
  - Interface / bridging
  - Develop the habit to speak and share
  - **Foster respect and Care**

# Operational Concerns(3)

- ◎ To arouse students' **awareness** on the use of their SLP/past experience, for example:
  - As an interview skill
  - As a life planning strategy
  - **Self-directed and Life-long Learning**

# Way Forward

◎ The Challenge of Information Technology

# Reference

wikiHow - How to Tell Your Life Story

<https://www.wikihow.com/Tell-Your-Life-Story>

Khan Academy – The Art of Storytelling

<https://www.khanacademy.org/partner-content/pixar/storytelling>

Related discipline: Narrative Psychology/ Counselling



Thank You!