

Education Bureau Circular Memorandum No. 163/2008

From : Secretary for Education To : Heads of All Secondary Schools
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Date : 30 October 2008

“Other Learning Experiences” and “Student Learning Profile” in the New Senior Secondary Curriculum

(Note: This circular memorandum should be read by heads and teachers of all secondary schools.)

SUMMARY

The purpose of this circular memorandum is to inform all secondary school heads of the aims and frameworks of Other Learning Experiences (OLE) and Student Learning Profile (SLP) in the New Senior Secondary (NSS) Curriculum. Schools are encouraged to plan OLE and SLP accordingly in the light of promoting the importance of whole person development.

DETAILS

2. Under the NSS Curriculum, OLE is one of the three components that complement the core and elective subjects (including Applied Learning courses) for the whole person development of students. Building on the foundation of the five Essential Learning Experiences in the Basic Education (Primary 1- Secondary 3), schools will offer students a range of OLE opportunities encouraging them to participate in the five areas of OLE, namely Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development (see **Appendix 1** for the aims and expected outcomes).

3. In order to ensure necessary exposure of students for balanced and whole-person development to meet the learning goals of the curriculum, the suggested minimum time allocation is 15% of the total lesson time (See **Appendix 2** for the suggested breakdown of OLE time allocation). Schools are reminded that the very essence of OLE is to facilitate

students' all-round development as lifelong learners with a focus on sustainable capacities. It is NOT just about meeting the time requirements. **It is the quality of OLE that matters, rather than the quantity** (see **Appendix 3** for “Dos and Don'ts in OLE and SLP”).

4. Schools are encouraged to have an overall and flexible planning of OLE lesson time (including time-tabled and/or non-time-tabled learning time) for students throughout the three years of NSS education. Building on the strengths and experiences the school has already had, due consideration should be given to the suggested modes of implementation for each type of OLE experience. For example, Aesthetic Development and Physical Development could be largely implemented in the form of structured lessons, which are already available in many schools. Moral and Civic Education (MCE) is commonly provided in class teacher periods or the assemblies, specifically assigned lessons and other outside class events to develop positive values. Initiatives such as life-skills education, character education, ethics and religious education could be part of MCE. Career-related Experiences and Community Service could be arranged after school, post-examination time, weekends or during school holidays if required.

5. SLP is a summary presentation of what a student achieves and participates, in terms of their whole person development during the senior secondary years. It aims to celebrate and recognize the whole person development for *all* students as well as for them to reflect on on-going experiences and set goals. Every student should be encouraged to build a SLP. Schools would have *full discretion* over the design and implementation of their SLP while they could also adapt the SLP module of WebSAMS and its templates provided by the Bureau (see <http://www.edb.gov.hk/cd/slp>). They should assist students to build this profile under school-based implementation that normally builds on existing practices. The content of SLP may include brief information on:

- academic performance in school (other than results of the Hong Kong Diploma of Secondary Education);
- OLE;
- performance / awards gained outside school; and
- student's 'self-account' (e.g. highlight any impressive learning experiences or career goal setting)

6. To further manifest the support to the breadth of the NSS Curriculum, all University Grants Committee (UGC)-funded institutions will, during the admission process, accept SLP as a reference document that provides additional information on students' whole person development, especially those gained from OLE (see **Appendix 4** for full statement from the Heads of Universities Committee (HUCOM)). The Bureau will continue to collaborate with HUCOM to finalise the practical arrangements to facilitate this.

7. Schools are encouraged to review their existing practices and plan ahead the implementation of OLE and SLP under the NSS accordingly. This includes planning OLE programmes, developing appropriate pathway to facilitate students reflecting on their development and building their SLPs. Schools are advised to decide a ‘starting strategy’ to implement SLP through reviewing and building on their existing practices, before adopting any appropriate tools. Furthermore, schools are also encouraged to make reference to the SLP templates of WebSAMS when devising the tool.

8. Information on OLE is provided in different professional development (PD) programmes and resources for initial planning (see **Appendix 5**). Schools should encourage their teachers to attend on-going professional development courses on OLE and SLP offered by CDI and to browse the following website to make good use of the essential information (including example cases) and the OLE Activity Databank: www.edb.gov.hk/cd/ole

9. The details and guiding principles about the school-based implementation of OLE and SLP will also be included as an integral part of the Senior Secondary Curriculum Guide, which will be available in the web of the Education Bureau by the end of 2008.

ENQUIRIES

10. Should you have any enquiries, please contact Ms. Ng Fung-han, Candice, of the Life-wide Learning and Library Section of the Curriculum Development Institute at 2892 5806.

Dr S. K. Kwan
for Secretary for Education

c.c. Heads of Sections – for information

Aims and Expected Outcomes of OLE

Aims:

- To widen students' horizons, and to develop their lifelong interests;
- To nurture positive values and attitudes; and
- To provide students with a broad and balanced curriculum with essential learning experiences alongside the core and elective components (including Applied Learning (ApL) courses) for nurturing balanced development in the five virtues, '*Ethics, Intellect, Physical Development, Social Skills and Aesthetics*' (德、智、體、羣、美).

Expected Outcomes:

To facilitate students' all-round development as lifelong learners with a focus on sustainable capacities, the expected outcomes include:

- becoming active, informed and responsible citizens;
- developing respect for plural values and interests in the arts;
- adopting a healthy lifestyle; and
- enhancing career aspirations and positive work ethics.

It should be noted that OLE are not only series of school activities or lessons, but are the **integral part of the NSS Curriculum**. They help students build solid foundation for whole person development and pursue lifelong learning for the knowledge-based society.

Detailed expected outcomes of individual OLE components are suggested in the OLE pamphlet, "*Other Learning Experiences: What is it about?*" (http://www.edb.gov.hk/cd/ole/whats_it_about/)

Appendix 2

Lesson time allocation of OLE over the three years is suggested as follows:

Other Learning Experiences	Suggested minimum lesson time allocation (in percentage)	Minimum lesson time (or learning time equivalent) allocation (in hours approx.)
Moral and Civic Education	5%	135
Community Service		
Career-related Experiences		
Aesthetic Development	5%	135
Physical Development	5%	135
		Total: 405 hours

Some Dos and Don'ts in OLE and SLP

Dos	Don'ts
<p>The aim of OLE is to help students develop as lifelong learners with a focus on sustainable capacities, with expected outcomes such as:</p> <ul style="list-style-type: none"> ■ becoming active, informed and responsible citizens; ■ developing respect for plural values and interests in the arts; ■ adopting a healthy lifestyle; and ■ enhancing career aspirations and positive work ethics. 	<p>The aim of OLE is NOT to produce a presentable SLP, with detailed records of activities attended by individual.</p>
<p>OLE and SLP must be built on schools' existing practices and strengths.</p>	<p>OLE and SLP DO NOT necessarily mean re-designing everything or abolishing existing good practices, e.g. reducing PE lessons and extra-curricular activities or adopting a completely new e-portfolio system.</p>
<p>It is the quality, rather than the quantity that matters in OLE. Schools should concentrate in offering programmes that could motivate students and facilitate deep reflection.</p>	<p>Meeting the suggested time allocation should NOT be the most important and the only aspect in the overall OLE planning. Furthermore, the number of students' OLE records should NOT be the essence of the design of school-based SLP.</p>
<p><i>Regular and structured learning</i> opportunities (e.g. timetabled lessons) are the essential forms of implementation of Physical Development (PD) and Aesthetic Development (AD), in terms of meeting their objectives and expected outcomes.</p>	<p>AD and PD should NOT be implemented merely through co-curricular/ extra-curricular activities or one-off special school days.</p>

Dos	Don'ts
<p>Student reflection is crucial in OLE. It could be manifested or expressed in a wide range of forms in OLE contexts, such as journal or 'blog' writing, worksheets, tape recording own thoughts, talking with peers, power-point presentation, group discussion in debriefing, drawing, designing a short play with a targeted audience or producing a promotional video collectively.</p>	<p>Reflection can be simply interpreted as enabling a person to '<i>step back and think</i>' upon an experience. In this sense, reflection in OLE does NOT mean asking students to reflect in written form (e.g. reports, notebooks) after <i>every</i> activity.</p>
<p>SLP should be best implemented to encourage student reflection on own personal development and should be seen as an opportunity for students to '<i>tell their own stories of learning</i>'.</p>	<p>SLP should NOT be seen merely as detailed records of <i>all</i> participation and achievements of individuals. Students should be given opportunities and guidance to <i>select</i> appropriate items to be included in the final profiles. Profiles should be simple, concise and easy to read.</p>
<p>Schools should devise suitable arrangements on SLP building on existing practices.</p>	<p>SLP does NOT necessarily imply adopting a "powerful and expensive" electronic system to yield the desirable educational aims.</p>
<p>OLE (and SLP) requires strong <i>connected</i> and <i>learning-centred</i> leadership that clearly communicates the need for change so that teachers from different areas could both understand and play an active part in planning and developing the OLE programmes.</p>	<p>The leadership of OLE and SLP should NOT rest solely on the OLE / SLP co-ordinator. OLE should NOT be planned as if it is a disconnected, add-on school initiative, without fostering effective links with other projects and components of the curriculum.</p>

HEADS OF UNIVERSITIES COMMITTEE (HUCOM)

City University of Hong Kong • Hong Kong Baptist University
 Lingnan University • The Chinese University of Hong Kong
 The Hong Kong Institute of Education • The Hong Kong Polytechnic University
 The Hong Kong University of Science & Technology • The University of Hong Kong

大學
校長
會

Joint Message of UGC-funded Institutions on Other Learning Experiences and Student Learning Profile

Members of the Heads of Universities Committee (HUCOM) recognize that the New Senior Secondary curriculum is a balanced programme with due emphasis on students' other learning experiences (OLE) including aesthetic development, physical development, career-related experiences, community service, and moral and civic education. These experiences are conducive to the all-round development of the students and indispensable to the nurturing of active, informed and responsible citizens who respect plural values, lead a healthy lifestyle, and abide by positive work ethics in the pursuit of their career aspirations.

Every student is encouraged to build his or her own Student Learning Profile (SLP) in which qualities developed in the OLE and other achievements can be reflected to complement results obtained in the Hong Kong Diploma of Secondary Education. It is noted that the SLP will be school-based, operating under a broad framework to reflect concisely student participation in OLE and the achievements gained therefrom. We note the consensus that students should preferably have quality experiences rather than mere participation across many activities.

In the Unified Announcement of University Entrance Requirements under the 334 Academic Structure released on 5 July 2006, the UGC-funded institutions indicated that they would consider taking into account in their selection of students a broader range of information on student achievements in different areas and provide students with the opportunity to demonstrate that they possess the range of capabilities and personal qualities that they will need to enable them to benefit from undergraduate education under "334". Our institutions, in different ways, already utilize further information similar to that envisaged in the SLP at different stages in the admissions process. We shall continue to give broad support to the implementation of OLE and are ready to recognize SLPs as documents of good reference value. Practical arrangements will also be made to facilitate the use of the SLP as a reference document in the admission process from 2012.

21 October 2008

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**List of Professional Development Programmes
and Resources on OLE and SLP**

Professional Development Programmes:

A. Planning and Management of OLE and SLP

Curriculum Leadership and Management Series:

- i) Workshop on approaches and models of implementing school-based OLE and SLP
- ii) Quality Leadership workshop on school-based OLE and SLP
- iii) Learning Leadership workshop to enhance student learning in OLE and SLP

B. NSS OLE Component-specific Training Series

- i) Moral and Civic Education
- ii) Community Service
 - (1) Extensive training course on organising Community Service
- iii) Career-related Experiences
 - (1) Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations
 - (2) Professional development course on organising Career-related Experiences
- iv) Aesthetic Development
 - (1) Planning and Implementation of Aesthetic Development
 - (2) Designing Learning and Teaching Activities for Aesthetic Development
 - (3) Enriching Knowledge for Aesthetic Development – *Learning to Appreciate a Variety of Arts*
- v) Physical Development
 - (1) Planning a Quality Physical Development (PD) Programme

C. SLP

- i) Using new SLP module of WebSAMS to create Student Learning Profile
- ii) Exploring strategies to enhance quality student involvement in SLP

(For details, please refer to www.edb.gov.hk/cd — Professional Development Programmes)

Resources on OLE and SLP:

For OLE and SLP in general:

- OLE pamphlet “ *Other Learning Experiences: What is it about?*” (http://www.edb.gov.hk/cd/ole/whats_it_about/) facilitates OLE coordinators, vice principals and relevant school personnel to understand the arrangement of OLE in NSS.
- OLE Website (www.edb.gov.hk/cd/ole) includes **OLE activity databank**, essential information on OLE / SLP , good practices, conceptual frameworks, seed project information, tools and exemplars of SLP. A databank on OLE time arrangement illustrating different school practices has also been uploaded recently.
- SLP Module of WebSAMS has been launched in early 2008 for school reference or use if appropriate. For details, please refer to (<http://www.edb.gov.hk/cd/slp>).
- For parent education, schools can refer to “ *Other Learning Experiences: A Journey towards Whole Person Development*” (*Parent Education Resource*) DVD (http://www.edb.gov.hk/cd/OLE/ole_dvd/).
- Articles related to OLE are listed as follows:
 1. *Other Learning Experiences: A Catalyst for Whole-person Development*
 2. Eight Misconceptions about “Other Learning Experiences and “Student Learning Profile”
 3. A Self-checking Workflow of OLE Time Arrangement
 4. The Role of “Community Service” in the New Senior Secondary (NSS) Curriculum: *Kindle the Life of Serving Others*

For details, please refer to (http://www.edb.gov.hk/cd/ole/ole_articles/)

For individual components of OLE:

- Moral & Civic Education:
 - Moral and Civic Education website (<http://www.edb.gov.hk/cd/mce>) which provides the conceptual framework, curriculum information, as well as T&L resources on various cross-curricular themes etc;
 - Service Learning: (<http://www.edb.gov.hk/curriculum-development/4-key-tasks/moral-civic/Newwebsite/flash/servicelearning/servicelearning.html>)
- Community Service (www.edb.gov.hk/cd/lwl/cs/)

- Career-related Experiences (www.edb.gov.hk/cd/lwl/cre/)

- Aesthetic Development (www.edb.gov.hk/arts/aesthetic)
 - The Aesthetic Development website provides suggested modes of implementation, examples of learning and teaching activities, information about Professional Development Programmes and community resources etc.

- Physical Development: (www.edb.gov.hk/cd/pe/)