Students telling their own "stories of learning":
A multiple case study on the implementation of Student Learning Profile (SLP)

A) Purpose

1. The Student Learning Profile (SLP) is a summary presentation of what a student achieves and participates, in terms of their whole person development during the senior secondary years. The purpose of the SLP is to provide supplementary information on secondary school leavers' competencies and specialties, such that a fuller picture of the student would be provided.

2. Every student should be encouraged to build a personal profile. Schools should assist students to build this profile under school-based implementation that normally builds on existing practices.

3. The SLP concept is not new to schools. There are many existing school practices that already serve the SLP purpose. Schools are advised to build on existing school-based practices and strengths to help SS students 'to tell their own stories' about their participation and achievement.

4. At students' discretion, SLP could be used as a document to demonstrate personal qualities and competence to future employers and tertiary education institutions.

B) Content

To serve as evidence of whole person development, content of SLP *may* include information of:

- Academic performance in school (other than results of the Hong Kong Diploma of Secondary Education);
- Other Learning Experiences (OLE);
- Performance / Awards gained outside school; and
- Student's 'self-account' (e.g. highlight any impressive learning experiences or career goal setting)
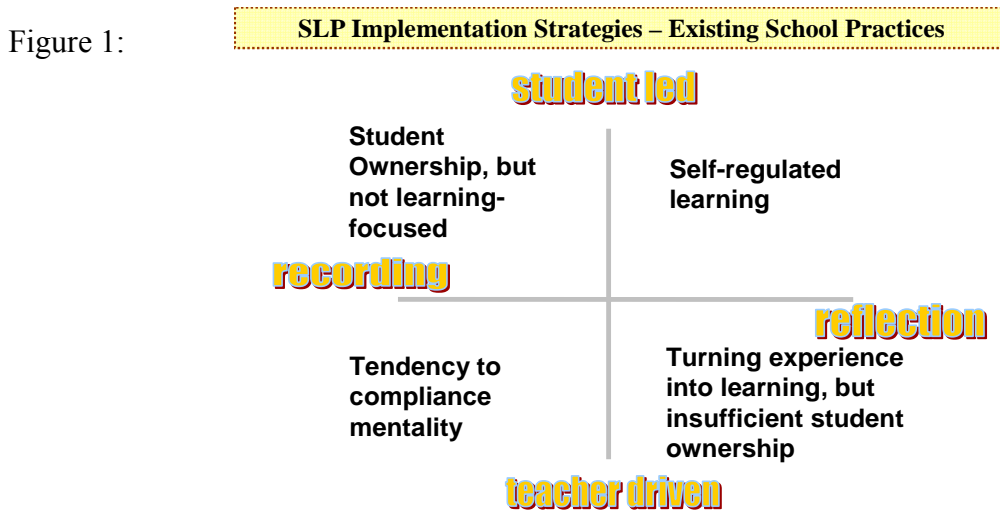
C) Design and implementation

SLP should be seen as an opportunity for students to '*tell their own learning stories*'. It should NOT be seen merely as detailed records of all participation and achievements of individuals. Neither should SLP be used to assess students' performance. In fact, students should be given opportunities and guidance to select appropriate items to be included in the final profiles which should be simple, concise and easy to read. It is the **quality**, not quantity that matters.

Schools are expected to keep and verify record of students' activities as in their existing school report practices. However, they do not need to validate activities that students arrange for themselves outside school in SLP. If these activities are included in SLP, it should be listed in a separate column/ section from the main OLE list and students need to bear full responsibility to produce evidence (e.g. attendance certificate) against the information listed when required in the future.

D) Getting started: A multiple case study on the implementation of Student Learning Profile

The Life-wide Learning and Library Section conducted a seed project '***School-based models in organizing "Other Learning Experiences" (OLE) and "Student Learning Profile" (SLP) in SS curriculum***' in 2005-08. In this project, a wide range of tacit knowledge, strategies, approaches, and good practices from seed schools when implementing OLE and SLP were identified. Four implementation strategies (Figure 1) were illuminated, ranging from '***teacher-driven, recording-oriented approach***' to '***student-led, reflection-oriented approach***':

Figure 1:

SLP Implementation Strategies – Existing School Practices

student led

Student Ownership, but not learning-focused

Self-regulated learning

recording

reflection

Tendency to compliance mentality

Turning experience into learning, but insufficient student ownership

teacher driven

To understand better how and why school selects a starting strategy that best fits its existing practices, a case study was recently carried out among six seed schools with different backgrounds and starting strategies of SLP. Four starting strategies (Figure 2) were identified, and the SLP building workflow of "collect-select-reflect" (Figure 3) was generated from common features observed from the school cases.
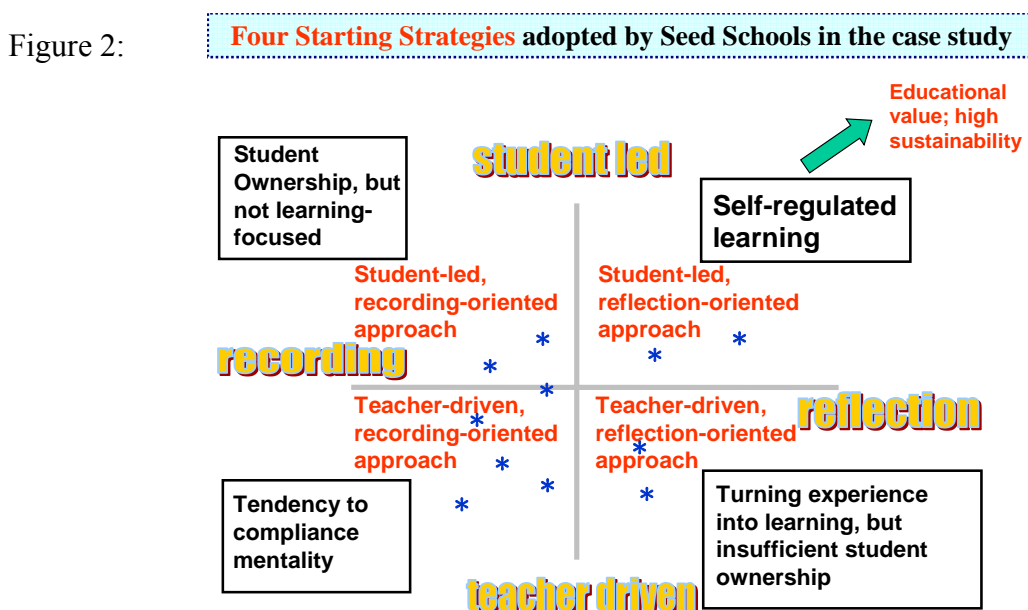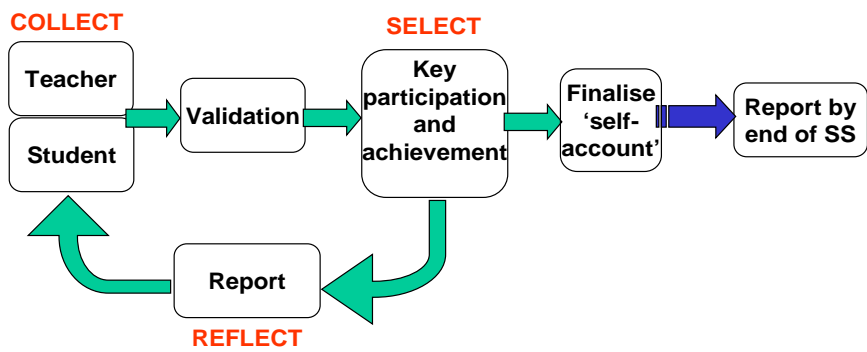
Figure 2:

Four Starting Strategies adopted by Seed Schools in the case study

Educational value; high sustainability

Student Ownership, but not learning-focused

student led

Self-regulated learning

Student-led, recording-oriented approach

Student-led, reflection-oriented approach

recording

Teacher-driven, recording-oriented approach

Teacher-driven, reflection-oriented approach

reflection

Tendency to compliance mentality

Turning experience into learning, but insufficient student ownership

teacher driven

Figure 3:

SLP building workflow of "*Collect-Select-Reflect*": Common features from school cases

In the following, the schools in this study will '*tell and reflect on their own SLP implementation stories*' as reference for other schools. These individual stories will then be followed in this paper by an executive summary of the reasons for selection of SLP starting strategy, tools and arrangements to help students build SLP, ways to create space for teacher support, etc.

1. Four SLP Starting Strategies

a) Teacher-driven, recording-oriented approach (King's College)

① Reasons for selecting this starting strategy: **To build on existing practices and refine the existing data management system for recording balanced developments of students**

Our school mission is to help each student discover his potential fully, to promoting a balanced education that takes into consideration students' moral, intellectual, physical, social and aesthetic needs, and to providing a learning environment that is disciplined, stimulating and forward looking. In view of this, we have been trying to celebrate our students' whole person development with different means, covering report cards, transcripts, testimonials and student portfolios. In our current system, apart from collecting data on students' participation and achievements in teacher-directed OLE, we also require our students to submit information about their involvements in self-directed OLE and achievements. Students are also encouraged to include in their respective 'Student Portfolios[1]' photos capturing cherished moments in their school lives and selected outstanding assignments. At present, we are in the process of reviewing our data collection/management system and the frequency of reporting the collected data. We plan to streamline the existing system by adopting a 'teacher-driven,

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[1] This is a CD-ROM owned by the students of King's College to collect their cherished moments and achievements at their own discretion. They are encouraged to include photos of these cherished moments in the CD-ROM which would be given to students on graduation.

recording-oriented' approach to implement SLP. We propose that the self-directed OLE activities and achievements, and the photo album will be displayed in the students' respective personal webpages. On the other hand, instead of issuing the 'Student Portfolio reports' only once upon the students' graduation, we are considering the feasibility of reporting the future SLP annually. We hope to enable students to review continuously their participation and achievements in OLE for balanced development throughout the senior secondary years.

② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool**: WebSAMS

We have been using WebSAMS to generate academic report cards for students, and teachers have got used to the system in terms of input and retrieval of data. Considering our intention to adopt a 'teacher-driven, recording-oriented' approach at this stage, we plan to use WebSAMS as the tool to implement SLP in our school and save resources on having to maintain a dedicated software.

2. **Creation of space for teachers and students to build SLP**:

   a. Class teacher periods would be used to create space for students to conduct self-reflection on selected learning experiences.

   We mainly use timetabled lessons for students to conduct self-reflection of OLE. We hope to provide space for teachers to give guidance on student self-reflection.

   b. Clerical support would be provided to input data given by teachers in the form of excel tables and word documents.

3. Resources: No extra funding would be incurred in NSS.

Figure 4:

Teacher-driven, recording-oriented approach (King's College)
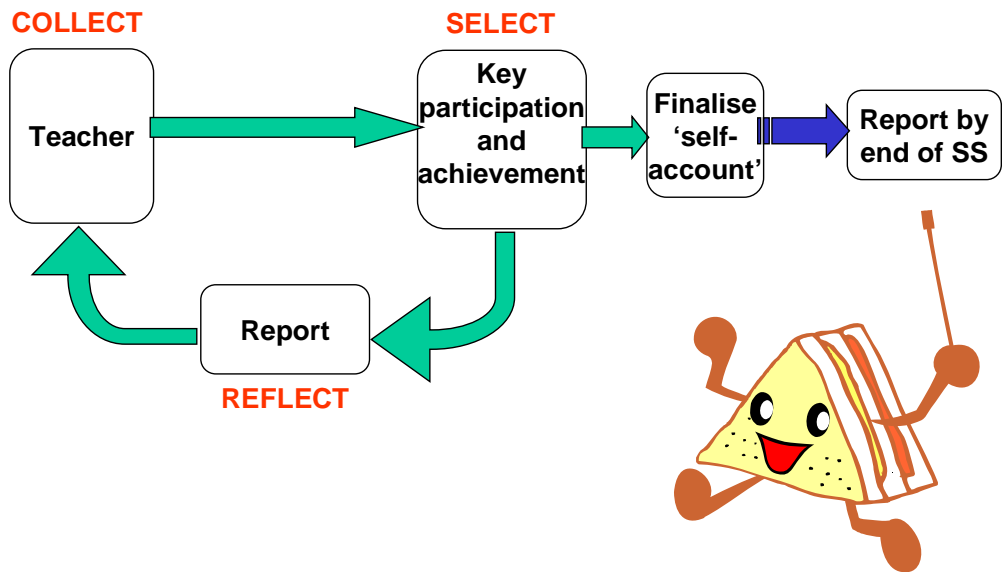
b) <u>**Teacher-driven, reflection-oriented approach**</u>

<u>**CNEC Lau Wing Sang Secondary School**</u>

① Reasons for selecting this starting strategy: **To build on existing practices and turn students' experience into learning**

We firmly believe that education inspires students to pursue truth, goodness, aesthetics and knowledge, and we promise to inspire students' potentials through a wide range of activities. Currently, we have got a well-established existing practice of using WebSAMS to build profiles of students' participation & achievements. This was initiated several years ago to facilitate the preparation of testimonials for our S5 and S7 students. With adequate training and clerical support, teachers in charge of student activities could use the system. Awards that students got outside school were also recognized and printed in their report cards. Meanwhile, we also tried to turn students' experience into learning. To start small, we facilitated our junior secondary students to set goals about their learning. Arrangements were made for students to record and reflect on their learning goals. Building on these existing practices, we are confident to adopt a 'teacher-driven, reflection-oriented' approach as a starting strategy of SLP implementation in NSS.

② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool**: WebSAMS + SLP Booklet

> Apart from WebSAMS, we have designed a booklet for students to turn their experience into learning through reflection.

2. **Creation of space for teachers and students to build SLP:**

   a. Class teacher periods would be used for sharing of experiences & reflection on learning. In addition, SLP Lesson would also be arranged for briefing on how to use the SLP Booklet and engage students in their SLP through some '*lead-in*' activities.
   b. Same as the existing practices, clerical support would continue to be provided to help in terms of data input.

3. Resources: No significant extra funding would be incurred in NSS.

SKH Bishop Baker Secondary School

① Reasons for selecting this starting strategy: **To build on existing practices and turn students' experience into learning**

> We advocate students' whole person development and have engaged in a number of related projects such as health education. Being the OLE/SLP Co-ordinator and former student of this school, I have been very much grateful to the school which always demonstrates its genuine concern on students' balanced developments. I actually benefited a lot from the fuller picture that this school offered about my competencies throughout secondary education. It's not rhetoric! It has been more than 15 years that the school celebrates students' non-academic participation and achievements by displaying them on school report cards. There is thus a well-established practice of managing students' activity records. With ECA teachers responsible for providing information and school clerks inputting data, WebSAMS was used for a period of time near the turn of the century. Students were also involved in verifying the summary print-out to identify any wrong data. In 2003, we built a shared vision to develop our students to be active learners. To realise this 'dream', we developed an 'Active Learning Handbook' for all junior secondary students. Our students were encouraged to record their learning experiences, make reflection and set expectations about their learning experiences both in and outside school. Students were provided enough time

to process their learning experiences and completed the contents of the Handbook during class teacher periods and project learning periods. The handbook was also used on parents' days to encourage parents to give positive feedback on students' whole person development. Building on these experiences, we plan to adopt a starting strategy of "teacher-driven, reflection-oriented' approach.

② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool**: Self-developed electronic system

We plan to incorporate the contents of the 'Active Learning Handbook' into a self-developed electronic system. This customized electronic system would carry out the SLP building workflow of "*collecting, selecting, and reflecting*" in one single electronic system.

2. **Creation of space for teachers and students to build SLP:**

   a. Timetabled lessons like class teacher periods & project learning periods would be used for sharing of experiences & reflection on learning.

   Timetabled lessons are arranged for students to build SLP because this could provide enough space for teacher support.

   b. Clerical support would be provided to input data. Students would continue to be involved in verifying data.

   Although it is not necessary to validate outside school activities that are self-arranged by students, we want to develop responsibility and integrity with a specific school policy about these activities. Under this policy, our students are required to input the data and generate a print-out for parents' signature. Relevant certification would be scanned and kept in the electronic system.

3. Resources: Resources for building the self-developed electronic system are secured by making good use of existing resources.

Figure 5:

Teacher-driven, reflection-oriented approach (CNEC Lau Wing Sang Secondary School; SKH Bishop Baker Secondary School)
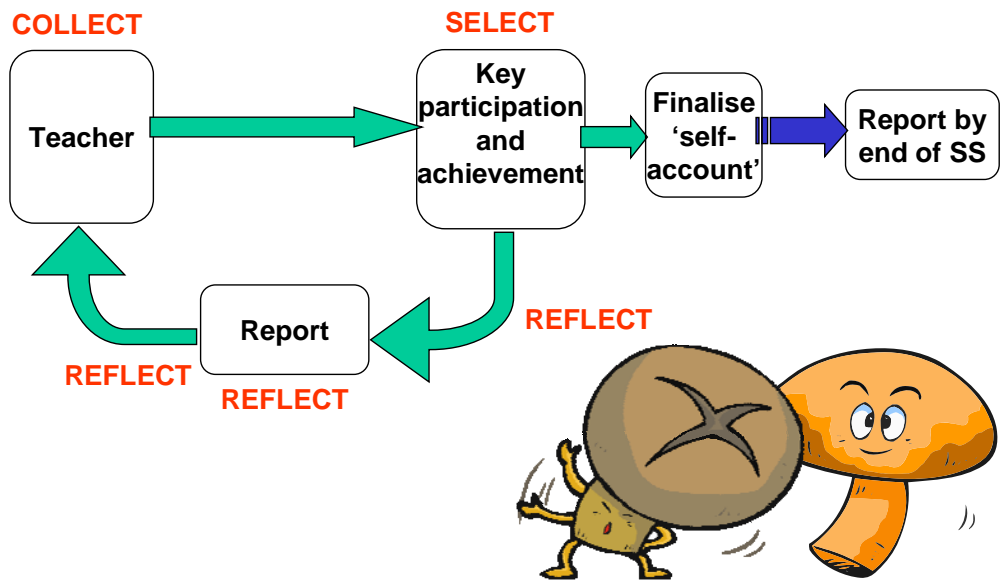
c) **Student-led, recording-oriented approach (Po Kok Secondary School; St. Stephen's Girls' College)**

Po Kok Secondary School

① Reasons for selecting this starting strategy: **To build on existing practices and increase student ownership**

> We have been using the school intranet system to process data of students' balanced developments for a number of years. In the beginning, teachers in charge of student activities were responsible for inputting the data in the system. After a few years, when students had got used to receiving reports recognizing their different learning experiences, we tried to increase student ownership of their profiles by opening up channels for students to collect and input data themselves. However, we did not change drastically because students need time and support to develop the habit and own their profiles. For this, every student was provided a booklet to record learning experiences, such as names of activities, posts and awards, etc. This practice has lasted up to now. Every year, 2 timetabled periods are arranged for students to enter the records of their activities. A report on non-academic participation and achievements is also generated together with the academic report. Under the current practice, we can see no reason for not choosing this 'student-led, recording-oriented' approach as a starting strategy to implement SLP in NSS.

② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool**: the existing school intranet system

> We plan to keep the current practice in NSS because both teachers and students have built ownership of the system. It has been our school culture of enhancing balanced developments by training students to make good use of their profiles to review their participation and achievements throughout their secondary education.

2. **Creation of space for teachers and students to build SLP:**
   a. Students will continue to process their OLE records through the school intranet system. The existing practice of arranging 2 periods for students to enter their records into the intranet system will be kept.
   b. On top of this, class teacher periods will be used for SLP-related activities like selecting key learning experiences and sharing of learning with peers and teachers.
   c. To facilitate validation, some 'teacher-preset items', e.g. names and description of the OLE programmes / activities, will be made for students to retrieve when processing their own records.
3. Resources: Existing resources may be used to slightly revise the existing system to align better with the NSS curriculum framework.

St. Stephen's Girls' College

① Reasons for selecting this starting strategy: **To build on existing practices and increase student ownership**

> Our students have already developed the ability to process their activity records through a self-developed electronic system that has been in operation for a number of years. When students enroll for participation in various clubs, societies and school-arranged activities, they have to enter their personal data into the system on their own. Successful enrolments will then be approved by student leaders and/or teachers-in-charge. So far, we have not treated this as an extra burden to teachers but normal school practice to promote whole person development and student ownership of their profiles. A report on these 'Other Learning Experiences' is also generated for every student before the end of the school year. In recognition of our existing practice which could also reach the SLP objectives, we will keep this 'student-led, recording-oriented' approach as a starting strategy of SLP implementation in NSS.

② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool**: the existing self-developed electronic system

> The system has been managed by our existing server. There have been no problems with the system and practice. As long as our system can reach the SLP objectives, we plan to adopt the current practice in NSS as a starting strategy.

2. **Creation of space for teachers and students to build SLP:**

   a. Students will continue to process their OLE records through the existing electronic system. As usual, student leaders / team leaders will help in the process of validation.
   b. To facilitate validation, some 'teacher-preset items', e.g. names and a description of the OLE programmes / activities, will be made for students to retrieve on processing their own records.
   c. Design of the existing system is also user-friendly. This can facilitate validation because there are pull-down manuals to help students input data and errors can thus be minimized.

3. Resources: No extra funding would be incurred in NSS.

Figure 6:

**Student-led, recording-oriented approach
(Po Kok Secondary School; St. Stephen's Girls' College)**
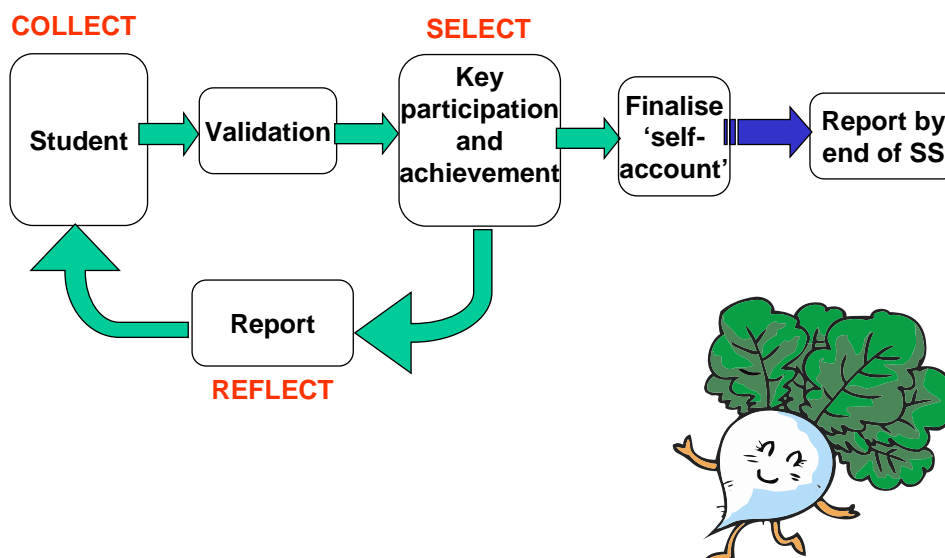
d) **Student-led, reflection-oriented approach (SKH Kei Hau Secondary School)**

① Reasons for selecting this starting strategy: **To build on existing practices and promote self-regulated learning**

Building on students' earlier experience of recording their school activities in a booklet issued by the school, we developed an electronic system in the school intranet for the management of students' activity records about 6 years ago. Since then, students took up their responsibility to input their participation and achievements in the system. Last year, we started to attach a report on non-academic achievements to school report card in order to reflect a fuller picture about students' participation and competencies. About 2 years ago, we thought it was the right time to make use of this student-led profiling to further develop our students' thinking. We therefore introduce a separate booklet to facilitate their reflection upon their learning experiences. They were then encouraged to select and make reflection upon their impressive learning experiences. We discovered that when students attempted to select, they started to '*step back and think*' upon the experiences. Building on these existing practices and strengths, we will continue to adopt a 'student-led, reflection-oriented' approach to implement SLP in NSS.

② Arrangements to facilitate SLP implementation with this starting strategy:

1. **Selection of SLP tool**: the existing self-developed electronic system and the SLP Booklet

We have been trying to make good use of student profiling to motivate students' ownership of their various learning experiences and at the same time develop their thinking for self-regulated learning. Building on these existing practices and strengths, we will continue to use the existing electronic system and the SLP Booklet. The former facilitates the collection and selection of data, and the latter is convenient for use anywhere else. We firmly believe these practices could help students build a firm foundation to develop their 'self-accounts' and SLP reports, and have them finalized by end of their senior secondary years.

2. **Creation of space for teachers and students to build SLP:**
   a. It has been an established practice of using Religious Education lessons for students to reflect and select key learning experiences. This will provide the space for teachers and students to build SLP.

b. Language lessons will also be used to teach students how to present reflection in language, even though reflection does not necessarily be in written form.

> We understand reflection does not necessarily be in written form. Teaching students to think may have to appear before teaching them to present. To explore how this works, we have joined the new Seed Project of the Life-wide Learning and Library Section on "*Approaches and models to enhance quality student involvement in SLP*".

c. To facilitate validation, the system has been designed with 'teacher preset items' (e.g. names of programmes & major OLE components).

3. Resources: No significant extra funding would be incurred in NSS.

Figure 7:   **Student-led, reflection-oriented approach (SKH Kei Hau Secondary School)**
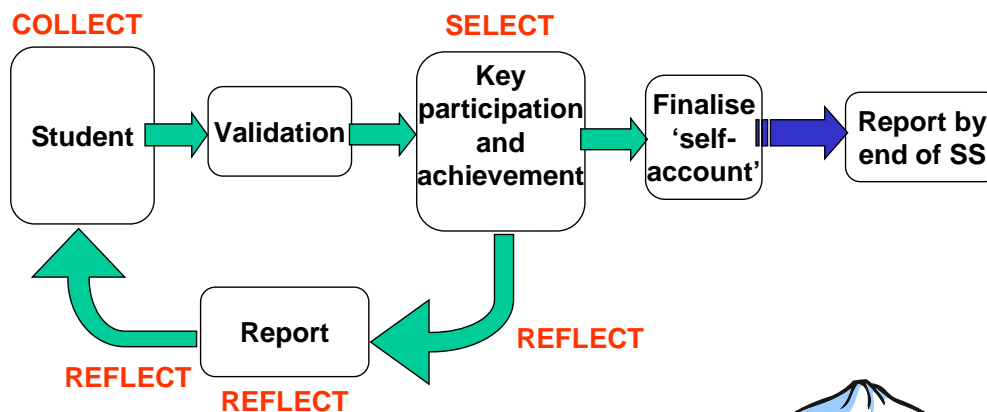
2. Executive Summary

Four starting strategies have been observed in schools of different contexts in the case study. As a start to implement SLP, many schools may adopt the '***teacher-driven, recording-oriented***' approach. However, to sustain it in the long run, student ownership and learning focus have to be the major concerns in terms of SLP implementation. This study illuminated the following for schools' reference.

a) **When selecting a starting strategy to implement SLP, schools should build on their existing practices which provide:**

① shared understanding about promoting whole person development;
② related experiences that schools could build on;
③ established structures that help teachers / students build SLP (e.g. the existing data management system / tool); and
④ knowledge about existing gaps and directions for sustainable development.

For example, in this study:
All schools had set up an existing practice of managing activity records / non-academic achievement records for their students (e.g. WebSAMS; self-developed data management system, etc.). Their main purpose was to give a fuller picture of students' balanced developments and competencies.

Therefore, building on existing practice:
When there was little related experience, schools would start with a 'teacher-driven, recording-oriented' approach. However, when experience told them they could help students make meaning of their profiling efforts, some schools modified their strategies to open up channels that increased student ownership for their SLPs, and/or turned experiences into learning through a process of "collection, selection and reflection".

b) **Considerations for the choice of tool to help students build SLP may include**:

① strengths of existing practice (i.e. building on the existing one);
② plan to ensure SLP sustainability; and
③ cost-effectiveness.

Based on these considerations, schools in this study had different choices of tools, including:

☐ **One single tool** (e.g. SLP module of WebSAMS; self-developed electronic system for recording and/or reflection)

☐ **Two tools together**, e.g.
   ■ One for recording (e.g. SLP module of WebSAMS); another for reflection (e.g. booklet, learning journal or weekly report)
   ■ One as "teacher-driven, recording-oriented"; another as "student-led" for both recording and reflection

c) **Different strategies to create space for teacher support were demonstrated:**

① **Time** (e.g. timetabled lessons) was provided for teachers to help students build SLP, including:
   ■ **Timetabled lessons** for recording and/or reflection (e.g. Form-teacher periods; Computer lessons; Religious Education lessons)
   ■ **Special days / events** (e.g. SLP Day) for setting the stage to build student ownership of their SLPs & briefing how to use the tool (e.g. the SLP Booklet)
   ■ **Language lessons** for teaching students "*how to write reflection*" (i.e. how to present oneself in language)

However, reflection is not only about language, considering the many manifestations of reflection. Teaching thinking is substantially more important than teaching how to present oneself in language.

② **Clerical support** (e.g. deploy teacher assistants / school clerks to help collect and input data)

③ **Student leaders' support** (e.g. train student leaders to assist school to collect, input and/or validate data)

④ **Means to facilitate validation, e.g.**

   ■ '**Teacher preset items**' (e.g. names and descriptions of OLE programmes; major OLE components) to facilitate student-led recording; and
   ■ **Pull-down manuals** for students to choose from the list.

E) List of Professional Development Programmes and Resources on OLE and SLP

★ **Professional development programmes:**

A. Planning and Management of OLE and SLP

1. Management and Leadership workshop on approaches and models of implementing school-based OLE and SLP
2. Quality Leadership workshop on school-based OLE and SLP
3. Learning Leadership workshop to enhance student learning in OLE and SLP

B. NSS OLE Component-specific Training Series

1. Moral and Civic Education
2. Community Service
   a) Extensive training course on organising Community Service
3. Career-related Experiences
   a) Finding your colours of life: NSS subject choices and the development of career aspirations
   b) Professional development course on organising Career-related Experiences
4. Aesthetic Development
   a) Planning and Implementation of Aesthetic Development
   b) Designing Learning and Teaching Activities for Aesthetic Development
   c) Enriching Knowledge for Aesthetic Development – *Learning to Appreciate a Variety of Arts*
5. Physical Development
   a) Planning a Quality Physical Development (PD) Programme

C. SLP

1. Using new SLP module of WebSAMS to create Student Learning Profile
2. Exploring strategies to enhance quality student involvement in SLP

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

★ **Professional Sharing Opportunities on OLE and SLP:**

A. The "*OLE and SLP Clinic*"

★ **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. Recently, a **databank on OLE time arrangement** illustrating different school practices has also been uploaded.

■ **SLP Module of WebSAMS** has been launched in early 2008 for school reference or use if appropriate.
  - **SLP templates in WebSAMS**

  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"
  5. Report on the seed project *'School-based models in organizing "Other Learning Experiences" (OLE) and "Student Learning Profile" (SLP) in SS curriculum' (2005-08)*'

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

For individual components of OLE:

■ Moral & Civic Education:
   1. 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;
   2. Service Learning: (http://www.edb.gov.hk/cd/mce/servicelearning/)

■ 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/)

★ **Research and Development Projects on OLE and SLP (2008 – 2009):**

■ "*Partnership Scheme on Other Learning Experiences (PASOLE): Community Service and Career-related Experiences*" (6 seed schools + 2 network schools)

■ "*Approaches and models to enhance quality student involvement in SLP*" (10 seed schools + 1 network school)

OLE and SLP details (including relevant examples) in SSCG by end of 2008…

Life-wide Learning and Library Section
October 2008