SLP & Life Planning

As students build their own SLPs, they have the opportunity to summarise and reflect on their learning experiences, and then give a self-account of their learning stories and aspirations. This process is useful for cultivating students' self-directed learning capabilities and implementing life planning education. Parents may make good use of the contents of SLPs to help their children plan their future pathways.

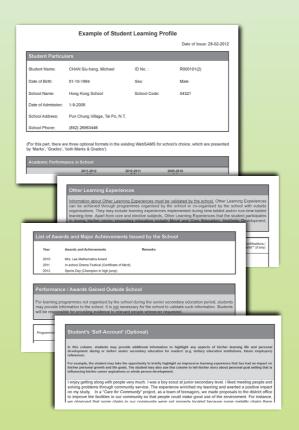
References

Life-wide Learning website, CDI, EDB http://www.edb.gov.hk/cd/lwl/





An Example of SLP



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Student Learning Profile (SLP)

Celebrating Whole-person Development Demonstrating Learning Achievements



Life-wide Learning & Library Section Curriculum Development Institute Education Bureau

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What is SLP?

Schools are encouraged to support students to build their own SLP so as to help students reflect on their learning experiences and set goals, as well as to demonstrate and recognise students' whole-person development. Students can then present it as a summary of their personal qualities, competencies and specialties to future employers and/or tertiary institutions. The content includes:

- Academic performance in schools (other than HKDSE results);
- Other Learning Experiences;
- Performances / awards gained outside schools; and
- Student's self-accounts (e.g. highlighting any impressive learning experiences or career goal setting).

Is SLP Useful?

S.6 Student: "Working on SLP has changed my learning attitudes. Now I know how to reflect on experiences and to improve myself through learning from mistakes."

Secondary School Graduate: "SLP is like another report card to us. It helps us find our aspirations and suitable pathways."

Formative: SLP is a learning tool to facilitate students' reflection on their learning experiences and personal planning. This learning process is very important for students' long benefits.

Summative: It serves as evidence of students' whole-person development. It is an important reference for future employers and other educational institutions.

At present, the 9 universities under the JUPAS scheme and 30 non-JUPAS tertiary institutions in Hong Kong, 90 tertiary institutions in the Mainland and more than 160 tertiary institutions worldwide accept or consider SLP as evidence of students' whole-person development.



Why Do We Need SLP? ~ Example from Schools ~

Whole-person Development for a Brighter Future

School A: We fuse the idea of SLP with our Student Award Scheme and incorporate it into our new report card design, which then serves as an important record of the student's whole-person development. On the Parents' Day, the class teacher will review with the parents and the student on the latter's development in various aspects, so as to help the student set future goal through reflection. Teachers from the Career Guidance Team will review the SLP with the students being promoted to S.6 to help them plan their future pathways.

Self-understanding for Potential Realisation

School B: We expect our students to be able to present their competences and strengths through SLP. Therefore from S.4 onwards, our students learn how to reflect on and consolidate from their significant learning experiences, and present their learning outcomes through SLP.

SLP from Their Perspectives

Secondary School Principal: "SLP is good for reflecting students' abilities, potentials, personal qualities etc."

Career Guidance Teacher: "SLP is not only a personal learning profile, but also a channel for parents to learn about their children's school life"

Academic: "SLP is a tool for students to monitor their learning progress and evaluate the learning effectiveness, which helps them become a life long learner."

Employer: "The self-account in SLP helps me understand the personal qualities of the potential employees."

How is SLP Built?

Generally speaking, in order to support students to build their SLPs, schools plan for a holistic curriculum and enhance collaboration among different committees and subjects, taking into account the schools' circumstances and students' developmental needs. Usually, it includes the following steps:

Collect: students record and manage their learning experiences systematically with different tools;

Select: students select their significant learning experiences to be included in SLPs in accordance with their interests and perspectives of personal development;

Reflect: students review on the learning experiences for the whole learning stage and set goals for the future;

Present & Feedback: students deepen their reflections through presenting the learning stories and listening to others' feedbacks.

Can Parents Help in Building SLP?



Youth development is a continuous process. Parents can be their child's companion as they go through this important stage. With SLP, parents can enhance an all round development of their children by:

- Encouraging them to take part in more balanced and diversified learning activities;
- Helping them develop a habit of managing their learning portfolios;
- Understanding their interests, skills, values and characters through the SLP content;
- Setting goals together with them and help them devise the learning plans for the goals.