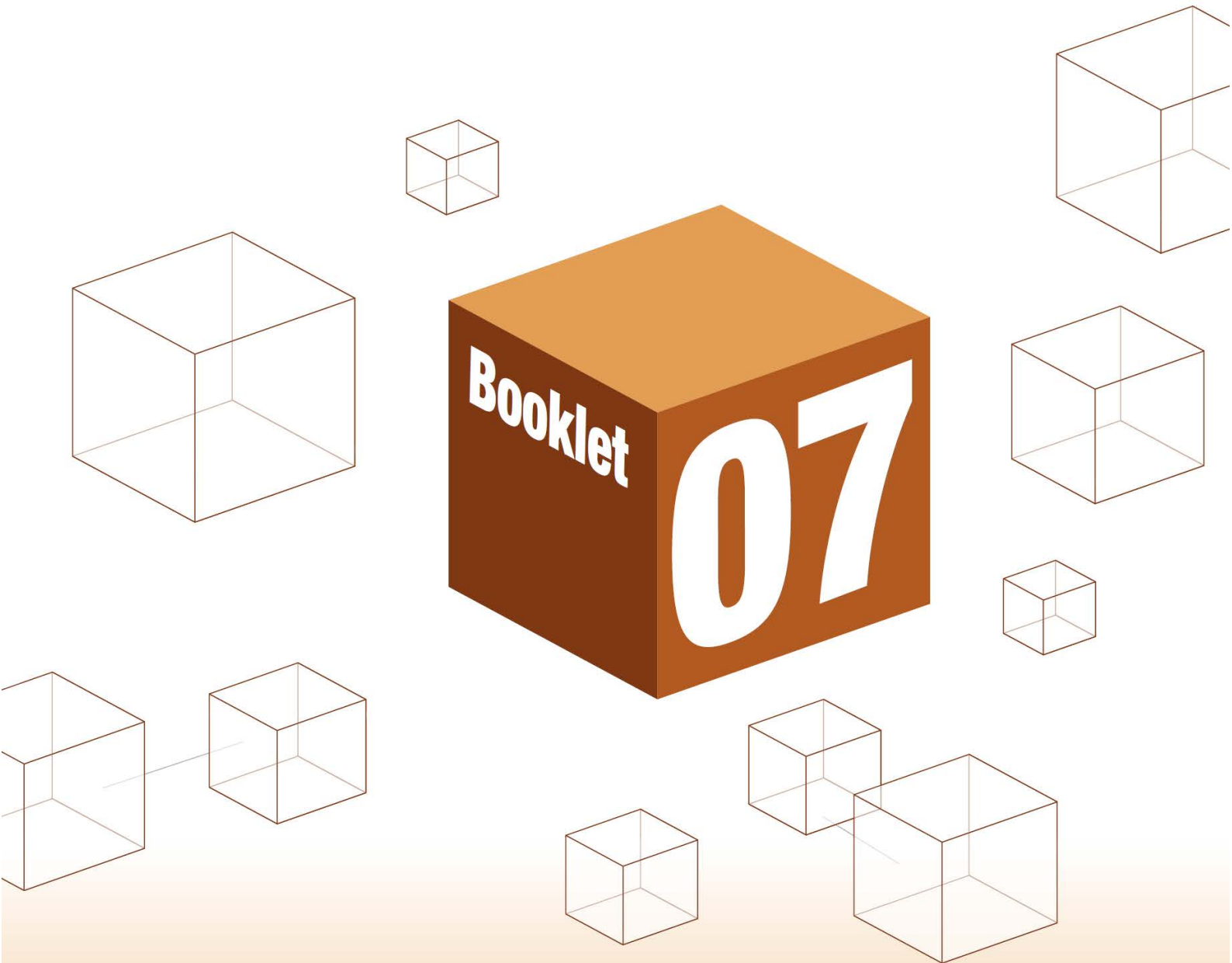


Life-wide Learning and Experiential Learning



Booklet 7 Life-wide Learning and Experiential Learning

This is one of the 11 Booklets in the *Secondary Education Curriculum Guide*. Its contents are as follows:

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7.1 Background

- Life-wide learning (LWL) has been one of the widely adopted strategies to enable students to gain a variety of experiences, including the five essential learning experiences, that are more difficult to acquire in ordinary classroom settings.
- In secondary schools, LWL takes place in the learning and teaching of each Key Learning Area (KLA), cross-curricular studies, as well as other out-of-classroom contexts. At the senior secondary (SS) level, besides continuing to support student learning in core and elective subjects, LWL is also effectively carried out through various kinds of experiential learning organised by the school for the curriculum component of Other Learning Experiences (OLE).
- OLE has become an integral part of the SS Curriculum implemented since 2009 and made accessible to all SS students to complement their learning in core and elective subjects in order to nurture their all-round development and positive values.
- Student Learning Profile (SLP) has been introduced along with the implementation of the SS curriculum. It aims at facilitating SS students' reflection on their learning experiences and documentation of their achievements throughout their SS education. Information on SS students' OLE may be included in the SLP.

7.2 Purposes of the Booklet

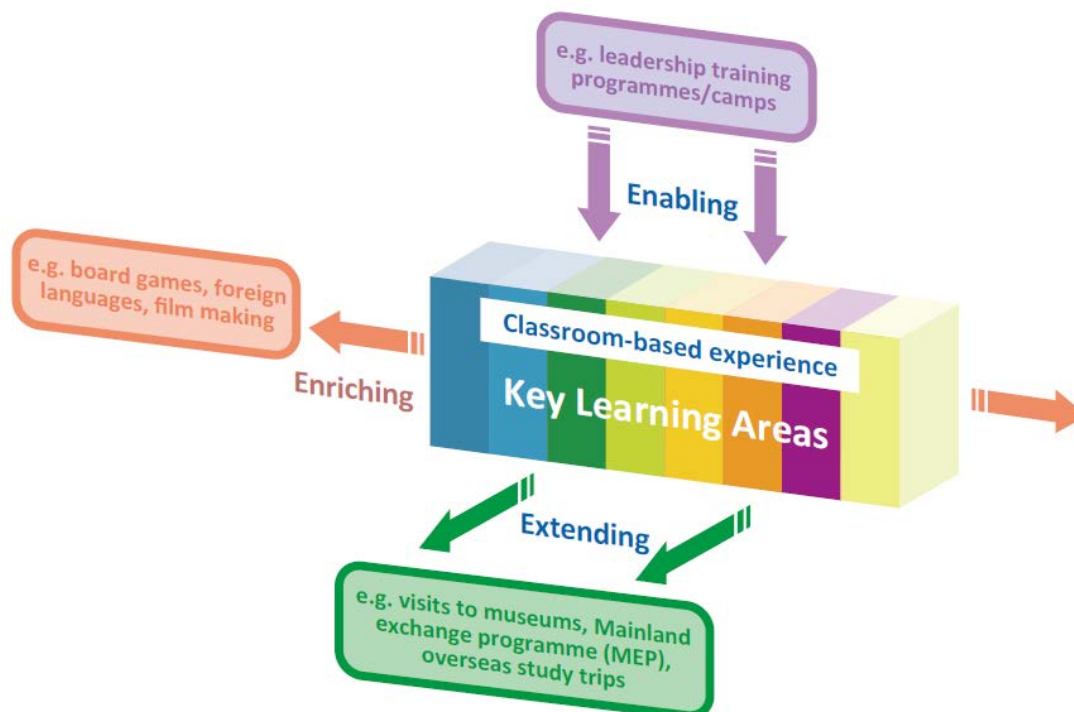
- To reiterate the importance of LWL and provide suggestions on how to implement LWL for whole-person development
- To state the aims of OLE and to highlight effective implementation of OLE in SS education
- To specify the purpose of SLP and provide suggestions on how to empower students to establish their own SLPs
- To provide examples to illustrate the principles, learning and teaching strategies and other key issues to consider in the implementation of school-based LWL, OLE and SLP

7.3 Life-wide Learning

7.3.1 Importance of LWL

- LWL refers to student learning in real contexts and authentic settings to achieve targets that are more difficult to attain through classroom learning. In the process of experiential learning, students have the opportunity to make meaning of their own direct, first-hand experiences. Along with quality self-reflection, the knowledge constructed, the skills acquired and the positive values and attitudes developed through LWL can be transferred to accomplish tasks and solve problems in new contexts. This is genuine learning which helps students achieve the aims of whole-person development and enables them to develop the lifelong learning capabilities that are needed in our ever-changing society.
- LWL can be closely linked with the curricula across different KLAs and performs the functions of “extending”, “enriching” and “enabling” student learning (as shown in Figure 7.1).

Figure 7.1 Enriching, Extending & Enabling Student Learning across KLAs through LWL



- **Extending:** LWL opportunities linked with different KLAs can help students deepen their understanding of a certain learning area in terms of knowledge, skills and attitudes. For example, Mainland exchange programmes which consist of different learning elements/themes related to their learning enable participants to gain first-hand experience and understanding of our country's development and enrich their subject knowledge from multiple perspectives.
- **Enriching:** Associated knowledge and life experiences in LWL activities not only help develop students' potential but also broaden their horizons. For example, the study of foreign languages enables students to master different language skills and enrich their understanding of the culture and custom of foreign countries.
- **Enabling:** LWL experiences help nurture students' generic skills as well as life skills, which in turn facilitate their classroom learning and whole-person development. For example, students' participation in leadership training camps help develop their collaboration skills, problem-solving skills and self-management skills through different tasks.
- At the SS level, LWL supports student learning in core and elective subjects as well as nurtures their whole-person development and positive values, and are carried out through various learning experiences organised by schools through OLE. These learning experiences, combined with quality reflection, are essential for fostering students' lifelong learning capability for whole-person development, especially in preparing them for transition to post-secondary education and employment.

Reflective Question

- ✧ How is LWL designed in your school, including the strategies to guide student reflection?

7.3.2 Five Essential Learning Experiences

- Since the launch of the education reform in 2001, the Five Essential Learning Experiences have been identified as student entitlement in the school curriculum for whole-person development. LWL opportunities could help students acquire these essential learning experiences in authentic settings.

❖ **Moral and Civic Education**

LWL puts emphasis on student learning in real contexts beyond the classroom, which often enhances the effectiveness of moral and civic education. When life events and issues embedding various or even conflicting values are adopted as the learning content, students' analytical and reasoning skills as well as the ability to adopt positive values and attitudes are enhanced. When students participate in field visits or social services, they may practise positive values and attitudes in real contexts.

❖ **Intellectual Development**

In schools, students gain intellectual development mainly through classroom learning in KLA studies. LWL could complement KLAs and cross-curricular studies to attain learning goals in areas which are closely linked with the five essential learning experiences but difficult to be acquired through classroom settings. For example, when students visit a science expo on energy and environment, they could broaden their knowledge in related fields and understand how their learning in the Science and Technology Education KLAs is related to daily lives.

❖ **Community Service**

Community service helps students nurture respect and care for others as well as a sense of civic responsibility. Schools are encouraged to further enhance students' generic skills as well as their ability in making thoughtful and reasonable judgements and decisions through organising or participating in quality service activities.

❖ **Physical and Aesthetic Development**

Learning activities in physical and aesthetic development help students develop a healthy lifestyle and a foundation for lifelong learning by nurturing confidence, perseverance, and aesthetic appreciation. These activities also develop students' generic skills, especially those of collaboration, communication, critical thinking and creativity.

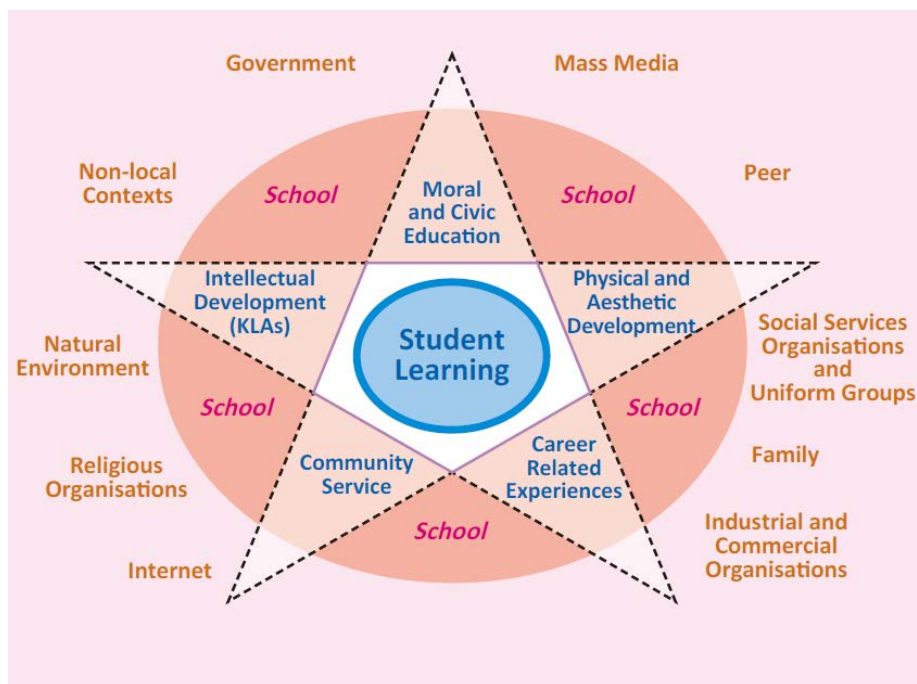
❖ **Career-related Experiences**

Career-related activities enable students to obtain up-to-date knowledge about the world of work. Work ethics such as integrity, commitment and responsibility are emphasised in these activities so that students have a

good idea of what will be expected of them in their future working life. Vocational and professional education training (VPET) may be introduced to students as an articulation choice through relevant career-related experiences. *(Please refer to Booklet 9 for details)*

- Figure 7.2 shows how LWL is carried out to help students acquire the five essential learning experiences taking place in different contexts outside the school.

Figure 7.2 Different Contexts for Life-wide Learning



Reflective Questions

- ✧ What do you expect students to learn in community service? What factors would you take into consideration when planning community service for your students?
- ✧ How does your school provide learning opportunities related to physical and aesthetic development with existing resources to help students recognise the importance of these activities to learning?
- ✧ How do you strengthen the provision of career-related experiences with regard to the students' development across different key stages?

7.3.3 Guiding Principles of LWL

Schools could implement their LWL programmes in accordance with the seven guiding principles as shown in Figure 7.3.

Figure 7.3 Guiding Principles of Life-wide Learning



- ***Principle 1: Building on Existing Practices***

Start with an existing practice that works and organise new programmes in accordance with the resources available (e.g. expertise, time and organisational links). Schools may carefully examine their existing school activities and identify some that could become LWL opportunities. Schools may also reengineer the existing system, e.g. constructing a consensual LWL programme of the year instead of organising LWL event by event.

- ***Principle 2: Student-focused***

Engage students actively in planning and organising LWL activities to include their views and enhance their sense of ownership. The focus is on what students experience, and how they internalise and make sense of that experience so as to effect a change in personal values and attitudes.

- ***Principle 3: Providing Equal Opportunities***

Implement a diverse range of LWL activities to cater for students' different needs, including those of students with Special Educational Needs (SEN). LWL is not a reward for good students only. It is important to provide opportunities for all students to develop their potential in different ways, regardless of their gender, socio-economic backgrounds, academic achievements, etc.

- ***Principle 4: Building Coherence***

Make sure that LWL is not a combination of unconnected activities but an integral part of whole-school curriculum planning. Devise appropriate implementation strategies, establish partnership or networking with community organisations, and use continuous assessment to achieve sustainable development of LWL and maximise learning effectiveness.

- ***Principle 5: Emphasising Quality***

Align the experiences students gain from LWL with the learning targets being pursued. Guide students to reflect on what has occurred in the process of LWL and provide quality and timely feedback.

- ***Principle 6: Allowing Flexibility***

Offer students a range of strategies (e.g. teamwork, simulation and role play) to enhance the quality of experiential learning. Use an integrated approach to designing a LWL programme incorporating the Five Essential Learning Experiences.

- ***Principle 7: Learning Together***

Play the role of facilitators or act as learners alongside the students instead of acting as instructors or activity providers to enable students to improve their learning capabilities, promote self-directed learning as well as strengthen teacher-student relationships.

Reflective Questions

- ✧ In consideration of the seven guiding principles and your school's existing practices in implementing LWL, what are the strengths and areas for improvement?
- ✧ Among these guiding principles, which one is the most difficult to follow in your school? Do you have any suggestions for tackling it?

7.3.4 Whole-school Curriculum Planning for Whole-person Development

- Effective school leadership significantly affects the quality of LWL. School leaders should:
 - have clear directions and targets of LWL in line with recent trends in education development, the school's vision and mission and diversity of students for effective learning;
 - foster a consensus among teachers of different KLAs and cross-curricular studies, and set out a whole-school planning to organise respective programmes of the Five Essential Learning Experiences with vertical continuity and lateral coherence;
 - develop a smooth interface between LWL activities in the junior secondary and senior secondary curricula;
 - maintain close co-ordination among subject panels and committees to connect LWL with classroom learning, and strengthen students' active participation and broaden their choices;
 - facilitate the sharing of effective learning and teaching strategies among teachers to enhance their professional capacity in promoting quality LWL activities and reflection;
 - re-allocate resources including curriculum time, manpower, and funding flexibly, and encourage active involvement of teachers to launch diverse LWL activities; and
 - develop school-based mechanism to evaluate the effectiveness of existing practices of LWL and devise effective communication strategies to solicit views from different stakeholders including students, teachers, parents and alumni.

Reflective Question

- ✧ What whole-school strategies would you adopt in planning LWL to foster student learning?

7.3.5 Focuses of LWL at the Secondary Level

To keep pace with secondary students' widening range of subject knowledge and social exposure, the contexts for LWL should also be broadened to accommodate a greater range of learning opportunities. The focuses of LWL at Key Stages 3 and 4 are as follows:

Key Stage 3 (S1-3)

- Use LWL opportunities to enrich and extend learning in KLAs and cross-curricular studies and in the acquisition and construction of knowledge as the intellectual abilities of students are further developed. This can help students build up a solid foundation of knowledge.
- Provide more integrated learning opportunities and activities promoting civic participation for nurturing students' positive values and application of knowledge learnt in KLAs and cross-curricular studies, as well as for the development and application of generic skills, in particular problem solving, self-management and self-learning skills in authentic situations.
- Support students' exploration of learning opportunities for quality physical and aesthetics education beyond the classroom to help them establish a healthy and balanced lifestyle, as well as to prepare them to become lifelong learners and face personal and social challenges.
- Arouse students' awareness of the early preparation for career and life planning by systematically exposing them to a wide range of career-related information and opportunities for further study, coupled with guidance on personal goals in consideration of their interests, abilities and aptitudes.

Key Stage 4 (S4-6)

- Guide students in their exploration of personal and social issues to nurture their positive values and attitudes, and help them become informed and responsible citizens who care for others, develop the ability in making thoughtful and reasonable judgements and decisions, find a sense of identity and commitment to society and the nation, and show concern for world issues.
- Support students to make use of LWL to enrich and extend their learning in core and elective subjects as the intellectual abilities of students are further developed.
- Engage students in various community services so that they do not only serve others but can also identify and reflect on various concerns or social issues encountered. This will help them make thoughtful judgement when facing challenges in the adulthood, and will further nurture their lifelong interest and habits when engaging in community services.

- Encourage students to actively take part in aesthetic and physical activities so that they build up a healthy lifestyle and enjoy quality living even after their graduation from secondary schools. Some SS students may also serve as leaders in running arts and sports activities with their junior form fellow students in the school.
- Provide various career-related experiences to enhance and update students' knowledge about the world of work, strengthen their work ethics, and facilitate their decision making and personal career planning.

**Example 1: Enriching Students' Learning through
Mainland Exchange Programme**

- To complement students' learning of the senior secondary Chinese History curriculum, School A organised a group of senior secondary students taking Chinese History as elective subject to participate in a Mainland exchange programme to Nanjing, with a view to broadening their horizons and enriching daily classroom learning. Before the trip, students acquired the related subject knowledge under the guidance of teachers and were assigned to design a study project under one of the areas related to their study.
- During the exchange programme, students were provided with rich learning opportunities for further understanding and reflection of their prior knowledge, such as urban development of Nanjing at Nanjing Museum; origin of Treaty of Nanking and the history of Hong Kong at Jinghai Temple; the revolutionary achievement of Dr Sun Yat-sen at Presidential Palace and Dr Sun Yat-sen's Mausoleum; and the history of Japanese aggression towards China at the Memorial Hall of the Victims in Nanjing Massacre. Their knowledge was further enriched through on-site investigations and exchange with the locals. Their communication skill, collaboration skill and problem-solving skill were developed through their study projects.
- After the exchange programme, students were required to complete a group report to consolidate their learning. Teachers found that the trip has helped their students to master the skills of chronological thinking and built up proper historical perspectives on analysing information about different views. Besides, their knowledge of Chinese history and understanding of our country were enhanced. They also demonstrated better motivation to learn after visiting and experiencing the actual sites with historical significance.

Reflective Question

- ✧ What are the focuses for LWL in your school for fostering students' whole-person development across KS3 and KS4?

Please refer to the following hyperlink for an example of how to establish a harmonious campus to enhance students' experience of serving others as a basis for Community Service:

- ✧ **Promoting an Inclusive and Harmonious School Environment through a “Caring Buddies” Scheme**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.3.5%20Caring%20Buddies%20Scheme_Eng_20082018.pdf



7.3.6 *Key Issues Related to LWL*

- **Depth and effectiveness of LWL**

In planning for a LWL experience, care should be taken to enhance the depth and effectiveness of student learning through providing a quality learning activity. Below are some reflective questions to facilitate schools' effective planning of LWL.

Reflective Questions

Depth and effectiveness of learning in the LWL activity

- ◇ Are there clear learning targets?
- ◇ Does this LWL experience strike a balance between enabling students to acquire skills and providing them with an opportunity to challenge themselves?
- ◇ Are diverse learning strategies arranged to cater for students' different learning styles?
- ◇ Does the experience encourage and foster teamwork to build up mutual trust among students?
- ◇ Does the activity allow students to exercise autonomy, and promote ownership and self-directed learning?
- ◇ Is sufficient room allowed for students to reflect on what they have learnt?

• Prime importance of reflection in experiential learning

Reflection on one's LWL experience can enhance students' deep learning and develop their reflective habit of mind as self-directed learners. Below are some points to note when engaging students in reflecting on their LWL experience.

- Reflection is not necessarily in written form. With adequate prompts from teachers and peers, students of different abilities could be encouraged to demonstrate their learning outcomes through thinking aloud, talking with peers, PowerPoint presentations, drawing, designing a short play with a targeted audience or producing a promotional video collectively.
- Apart from teachers' quality feedback, schools can promote peer assessment or self-assessment in LWL. The expected learning outcomes should be explained with concrete evidence of learning so that students are able to understand the assessment criteria better. This also strengthens students' role as self-directed learners and facilitates further learning.
- Schools should establish a safe and trustful school culture to provide an environment conducive to reflection. Students could be put in groups to engage in dialogues to reflect on their learning experiences, exchange ideas and understand others' thoughts. Teachers should be considerate,

understand students' learning difficulties and adopt diverse strategies to facilitate deep thinking and nurture reflective habits of mind during and after LWL.

Please refer to the following hyperlinks for examples of how to build reflective habits of mind:

✧ **Be Reflective during the Activity**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.3.6a%20Be%20reflective%20during%20the%20activity_Eng_20082018.pdf



✧ **Sharing among Peers**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.3.6b%20sharing%20among%20peers%20_Eng_20082018.pdf



Reflective Questions

- ✧ What are your key considerations for planning LWL?
- ✧ How is students' performance in LWL assessed and evaluated in your school?

7.3.7 Harnessing Community Resources

- Schools may use various community resources and flexible combinations of time, place and people. Cost-effectiveness should be considered when planning LWL and OLE activities. Expensive activities are not necessarily more effective than those that cost less. Various resources should be fully utilised to ensure that all students would enjoy opportunities to participate in LWL activities.

- Schools can harness a variety of community resources to strengthen their LWL and OLE programmes. Fostering good partnerships with community agencies is likely to be particularly beneficial. Many community groups are available to support LWL and OLE in schools by providing appropriate learning experiences, community facilities and financial assistance.

Please refer to the following hyperlink for an example of how to harness community resources:

✧ **Harnessing Community Resources**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.3.7%20Harnessing%20Community%20Resources%20_Eng_20082018.pdf



- A quality partnership between the school and the community can:
 - foster students' whole-person development through a good collaboration;
 - work to benefit students through the active involvement of different parties concerned;
 - be sustainable and stable in enhancing school development and student learning;
 - be coherent with the school's learning and teaching strategies;
 - cater for the needs of students in the school-based context; and
 - develop as a learning partnership for the advancement of the curriculum.
- Databank specific to LWL and OLE has been created to provide schools with up-to-date information on relevant student activities. The hyperlink is <http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/databank/index.html>. Useful contacts and websites are continually updated to help teachers draw on appropriate community resources and foster learning partnerships for their school-based LWL and OLE programmes.



Reflective Questions

- ✧ What are your school's considerations for selecting community partners for LWL and OLE programmes?
- ✧ In what ways does your school tap the community resources to facilitate student learning in LWL and OLE programmes?
- ✧ How does your school evaluate the effectiveness of the LWL and OLE programmes co-organised with community partners?

7.4 Other Learning Experiences

At the SS level, LWL supports student learning in core and elective subjects as well as nurtures their whole-person development and positive values, and are carried out through various kinds of experiential learning organised by the school through OLE.

7.4.1 Aims of OLE

OLE is an integral part of the SS curriculum. Through implementing OLE, schools and teachers should aim to:

- broaden students' horizons and develop their lifelong interests;
- provide students with a broad and balanced curriculum with essential learning experiences alongside the core and elective components to nurture students' positive values and attitudes, as well as the five essential Chinese virtues, namely "Ethics, Intellect, Physical Development, Social Skills and Aesthetics"; and
- foster students' whole-person development and lifelong learning capabilities so that students:
 - become active, informed and responsible citizens;
 - care for others and respect values of different cultures;
 - develop interests in the arts;
 - adopt a healthy lifestyle; and
 - develop career aspirations and positive work ethics.

Reflective Questions

- ✧ What is your school's upcoming plan in consideration of the aims and expected outcomes of OLE in the coming five years?
- ✧ How would your school further engage different stakeholders in implementing and recognising the importance of OLE as an integral part of the SS curriculum?

7.4.2 *Planning and Time Arrangement of OLE*

- The following five areas of OLE provide authentic contexts for the continual balanced development of students:
 - Moral and Civic Education
 - Aesthetic Development
 - Physical Development¹
 - Community Service
 - Career-related Experiences

(Please refer to Appendix 1 for the expected outcomes of the five areas of OLE.)

- In order to achieve the aims of OLE and provide schools with greater flexibility to develop their school-based OLE programmes, the suggested time allocation for OLE during S4 to S6 was adjusted to **10% to 15%** of the total lesson time in the short-term review of the New Academic Structure in 2013.
- Under the new recommendation, schools are encouraged to have flexible planning of quality OLE (both within and outside school hours) for students throughout the three years of the SS education. Besides, schools can make school-based arrangements upon their professional judgement with regard to the flexible time allocation for OLE.

¹ Schools should refer to the "PE KLA Curriculum Guide (Primary 1- Secondary 6)" and the "PE Curriculum and Assessment Guide (Secondary 4 - 6)" for the time allocation of PE lessons at KS3 and KS4.

- Due consideration should be given to the overall planning on the learning objectives and expected outcomes of the respective learning experiences. Schools should also facilitate students' quality reflection to help them deepen and consolidate their own learning, nurture their lifelong learning capabilities and foster their whole-person development.

Please refer to the following hyperlinks for two examples of the planning and time allocation for OLE:

✧ **Time Arrangement for OLE Implementation**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.2a%20Time%20Arrangement%20for%20OLE%20Implementation_Eng_20082018.pdf



✧ **Regular Review on OLE Time Arrangement**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.2b%20Regular%20Review%20on%20OLE%20Time%20Arrangement_Eng_20082018.pdf



- To better implement OLE and enhance its learning effectiveness, schools are encouraged to adopt a **whole-school approach** to planning, implementing and evaluating their school-based OLE programmes, including prioritising and setting clear aims and expected outcomes of OLE for different year levels of learning and reviewing the effectiveness of OLE programmes regularly for future advancement and students' benefits. It is also important for schools to work towards good alignment of OLE with the curricula of KLAs and cross-curricular studies, life planning and career guidance for SS students, so as to better equip students to plan and explore multiple pathways for further study and future careers.

7.4.3 Good Practices in Applying the Guiding Principles in OLE

In organising school-based OLE programmes for SS students, schools should refer to the seven guiding principles listed in Section 7.3.3 of this booklet. Below are some examples to illustrate how these principles come into operation in different school contexts.

Principle 1: Building on Existing Practices

Example 2: Adopting a Whole-school Approach to Implementing OLE

- In School B, the shared vision on fostering students' whole-person development with regard to the implementation of OLE and Student Learning Profile (SLP) is well supported among the Principal, Vice Principals and the frontline teachers.
- Led by the Vice Principal, the OLE Committee and the five functional groups² are responsible for planning and implementing OLE to ensure a range of activities, including the “One Life, One Sport and One Art” programme, exchange programmes, services programmes, etc., are provided to cater for students' diverse needs.
- Building on the school's existing practice, the OLE Committee extends the existing “Outstanding Student Award Scheme”, which aims to encourage students to participate actively in LWL activities, from the junior to the senior secondary levels. Different subject teachers and functional groups help promote the Scheme and facilitate students' recording of their learning experiences. All class teachers are involved in monitoring the learning progress of students participating in the Scheme.
- With good collaboration among teachers, the school effectively engages the whole school to promote OLE through the enhancement of an existing school-based initiative.

² The five functional groups are the Discipline and Counselling Committee, Moral, Civic & National Education Committee, Careers Counselling Committee, Learning Exchange Committee and Extra Curricular Activities Committee.

Principle 2: Being Student-focused

Example 3: Adopting a “Student-LED” Approach to Fostering Whole-person Development

- The Principal of School C has a strong vision on facilitating student’s whole-person development. The school has joined the “Students as Learning Experience Designers (Student-LED)” project, which encourages students to take a more active role in planning and organising their own learning experiences.
- Through the project, the Extra-curricular Activities (ECA) Master empowers students to take up different responsibilities and organise their own activities in accordance with their talents and interests. Students with low academic performance are given opportunities to take up the role as group leaders to enhance their self-confidence and maximise their potential.
- The ECA Master also provides students with individual guidance to facilitate reflection on their learning experiences. He also discusses with students on the progress of the project and their performance in the process, which provides a good opportunity for students to reflect on and share with each other their learning experiences.
- Students are highly engaged in planning, implementing and monitoring the activities throughout the project. Hence, their sense of ownership and responsibility is greatly enhanced after completing the project.

Principle 5: Emphasising Quality

Example 4: Developing Students' Reflective Habit of Mind to Enhance Deep Learning

- The vision of School D is “Let Students Shine”. Led by the Principal, the school takes a first step to provide all teachers with a series of professional development activities such as learning networks and school-based workshops to strengthen their skills in implementing quality OLE. Different committees and subject panels become highly co-operative in the development of OLE.
- The school also cultivates a positive school culture for promoting sharing among teachers and students. Teachers often share their learning experiences and reflections on staff development days and at staff meetings. Students are given a range of opportunities to share their learning stories in class teacher periods and school assemblies.

Please refer to the following hyperlinks for examples of the other four guiding principles:

Principle 3: Providing Equal Opportunities

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.3a%20Providing%20Equal%20Opportunities%20_Eng_20082018.pdf



Principle 4: Building Coherence

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.3b%20Building%20Coherence%20_Eng_20082018.pdf



Principle 6: Allowing Flexibility

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.3c%20Allowing%20Flexibility_Eng_20082018.pdf



Principle 7: Learning Together

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.3d%20Learning%20Together%20_Eng_20082018.pdf



Reflective Questions

- ✧ How does your school incorporate the expected learning outcomes of OLE into the school's vision, mission and core values?
- ✧ How effective is the collaboration among different committees and subject panels in your school in implementing quality OLE?
- ✧ With a view to facilitating students' self-directed learning in non-academic areas, what are the challenges and opportunities that your school has had in implementing OLE?
- ✧ In what ways does your school engage different stakeholders including students, teachers, parents and community partners in developing quality OLE?

7.4.4 Key Issues Related to Five Areas of OLE

To achieve the expected outcomes mentioned in Appendix 1 of this booklet, schools should offer a range of activities for senior secondary students in the contexts of the five areas of OLE.

❖ Moral and Civic Education

At the SS level, the focus of Moral and Civic Education should be on nurturing students' moral and social competencies in making moral judgements, cultivating their positive values and attitudes, and developing their multiple perspectives on personal and social issues.

Please refer to the following hyperlink for an example of how to promote Moral and Civic Education:

✧ **Whole-school Approach to Promote Moral and Civic Education**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.4a%20Whole-school%20Approach%20to%20Promote%20Moral%20and%20Civic%20Education_Eng_20082018.pdf



❖ **Aesthetic Development**

Aesthetic Development under OLE is different from the elective subjects of Music and Visual Arts. It aims to provide all SS students with rich and meaningful learning experiences of the arts, while the two elective subjects aim to help individual students develop specialisation in these two arts areas.

Example 5: Developing Students' Competencies in Arts Appraising and their Lifelong Interest in the Arts

- In order to provide a broad and balanced curriculum, School E allocates one structured arts lesson per cycle to provide students with various arts programmes, such as music, drama, photography, musical performance, visual arts and image design. Teachers who are specialists in these aspects are assigned to teach related programmes.
- Students not only learn arts inside school but also develop their interests in the arts beyond the classroom. For example, students are given the opportunities to participate in drama and Chinese opera workshops, music festival and competitions to strengthen their competencies in appraising the arts.

The provision of structured learning time of Aesthetic Development is an important mode of implementation for this area. Besides, schools can also arrange a variety of co-curricular activities to engage students in Aesthetic Development programmes, e.g. arts seminars and workshops, guided tours on arts exhibitions, interview or work with artists, arts performances and competitions.

More information on Aesthetic Development is available at:

<https://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/references/ad006/index.html>



❖ **Physical Development**

The provision of Physical Development in OLE should differ from that of Physical Education (PE) as an elective subject, although the two are interrelated with different emphases. PE as an elective subject aims to enable SS students acquire and construct knowledge in PE, sport and recreation to address issues related to body maintenance, self enhancement and community concern.

The provision of regular PE lesson is an important mode of implementation of Physical Development. Co-curricular activities of Physical Development also complement the learning in PE lessons, and may serve to enrich and extend students' learning with a range of learning experiences related to Physical Development. To this end, students are encouraged to participate actively in various Physical Development activities within or outside school hours.

Please refer to the following hyperlinks for examples of how to cultivate positive values and attitudes, a healthy lifestyle through Physical Development activities:

❖ **Cultivating Seven Priority Values through Physical Development**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.4b%20Cultivating%20Seven%20Priority%20Values%20through%20Physical%20Development_Eng_20082018%20.pdf



❖ **Establishing a Healthy Lifestyle through Physical Development**

https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/life-wide-learning/resource-and-support/SECG/SECG%20LWL%20Example%207.4.4c%20Establishing%20a%20Healthy%20Lifestyle%20through%20Physical%20Development%20_Eng_20082018.pdf



❖ **Community Service**

Through active engagement in the Community Service programmes, SS students can better understand specific needs of different people in a broader social context, and clarify and reflect on the values embedded in personal and social issues. SS students are more mature, so in the process of providing services to the needy, they can also strengthen their capacities in making thoughtful and reasonable judgement and decision on different social issues and strengthen their leadership skills.

Example 6: Nurturing Community Service Leaders in the School

- With strong support from the Principal, School F has developed and provided students with a well-organised Community Service programme. S5 students are given opportunities to design, implement and evaluate their own Community Service programmes, such as organising services for ex-mentally ill persons and residents newly moved into the district.
- Moreover, these S5 students do not only organise their own Community Service, but also serve as leaders and mentors to provide training to the junior form students and co-work with them to implement related programmes. This helps them transfer their skills and knowledge to other contexts and disciplines for application.

More information on Community Service is available at:

<http://www.edb.gov.hk/cd/lwl/cs/>



❖ Career-related Experiences

- To provide SS students with more comprehensive and effective learning experiences, schools can further integrate life planning education or career guidance into Career-related Experiences programmes. Through better use of SLP as a tool for quality reflection, students can further develop their life planning skills, career aspirations and a sense of future, and can also set goals and develop plans for their future studies and careers.
- Schools are also encouraged to contribute more to the development of entrepreneurial skills and spirit among SS students. Through providing students with different entrepreneurial activities in the career guidance programme, such as innovation camps, business competitions, simulation games and exercises as business partners, schools can familiarise students with those qualities associated with entrepreneurial spirit such as initiative, risk-taking, creativity and determination.
- Building on the existing practice in providing career guidance (*please refer to Booklet 10 for details*), schools are encouraged to organise diversified Career-related Experiences activities such as careers expo, visits to workplaces, interviewing experts or professionals, job shadowing and work placements.

- Quality Career-related Experiences for SS students should involve the following dimensions:
 - **Understanding the world of work** – To enhance students’ understanding of the world of work or occupational fields concerned;
 - **Work ethics** – To nurture students’ positive working attitudes such as punctuality, collaboration and integrity;
 - **Employability** – To strengthen students’ understanding and competencies in gaining employment and success in their potential occupations including knowledge of current job market, possible entry points, job requirements and progressions, trends in specific fields, as well as personal quality required; and
 - **Community resources** – To foster sustainable community and business partnerships and strengthen existing learning networks such as alumni, parents and sponsoring bodies.

Example 7: Progressive Development of Career Aspiration among Students

- School G implements a life planning programme named “Everyone owns their Dreams” for junior form students as an entry point to develop their skills in life planning and strengthen their sense of responsibility and commitment. All S3 students design their game booths in the school’s open day.
- The school provides S4 and S5 students with visits to different workplaces and universities in Hong Kong to help them acquire up-to-date knowledge about the world of work and enhance their understanding about their employability and the multiple pathways available. Students are given opportunities to search for jobs and study information on their own, make presentations and discuss how the information might be useful to them.
- For S6, a mock interview is arranged for students to develop their interview skills. University professors are invited to school to enlighten students on their personal educational and career planning. All along, a comprehensive Career-related Experiences programme that has clear learning objectives and expected outcomes at different stages of learning is provided.

Example 8: Development of Entrepreneurial Spirit throughout Secondary Education

- Building on the long-term community and business partnerships with various organisations, School H collaborates with these partners to embed entrepreneurial education in LWL/OLE activities.
- Starting from junior forms, career teachers help students explore their personal qualities and set their learning goals. At the same time, financial management education is provided by relevant subject teachers to help students acquire knowledge and skills about the concept of income, saving, expense, budget as well as the importance of right attitude towards personal spending and financial management.
- To enhance the interface between the junior and senior secondary education, the “JA - It’s My Business³” programme is introduced to provide students with the opportunities to run their own businesses. In order to win the competition, students also learn how to produce and market creative products. Business mentors and teachers also give guidance and critical comments to students during the process. The programme provides students with an authentic learning environment to nurture those qualities associated with the entrepreneurial spirit.
- The school also partners with the business sector and arranges programmes on Career-related Experiences such as job shadowing and visits to firms during the post examination periods for students to explore the world of work.

More information on Career-related Experiences is available at:

<http://www.edb.gov.hk/cd/lwl/cre/>



³ “Junior Achievement - It’s My Business” is a programme run by Junior Achievement Hong Kong (JA). More information on the programme is available at: <http://www.jahk.org/>.

7.4.5 *Assessing Students' Performance in OLE*

- The primary purpose of assessing students' performance in OLE is to facilitate student learning and development. The key to the assessment in OLE is for students to integrate the learning experiences with quality reflection to foster their whole-person development and lifelong learning (*please refer to Section 7.3.6 of this booklet for more details on the prime importance of reflection*).
- A range of formative assessment strategies such as learning journals, verbal presentations, poster presentations, reports and forums can be introduced at appropriate stages for students to consolidate what they have learnt. Effective use of informal feedback can help students learn how to learn and participate actively in OLE activities.
- The essence of assessment in OLE should be Assessment for Learning. SLP is designed, apart from its summative use for further studies and future employment, as a reflective learning tool for ongoing assessments with regard to students' whole-person development during the senior secondary years (*please refer to Section 7.5 of this booklet for details on SLP*).

Reflective Questions

- ✧ How would you enhance students' reflective habit of mind? What strategies are considered effective so far? Are there any channels for sharing those strategies among colleagues in your school?
- ✧ How could you cultivate a more student-focused learning environment and positive school culture to foster student development through OLE?

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

language teachers are over-burdened. Please refer to Appendix 2 for "Some Dos and Don'ts of OLE and SLP".

7.5.3 *Design of School-based SLP*

- Schools have the flexibility to design and implement their school-based SLP, including:
 - the content;
 - the level of details required; and
 - the implementation process/format (e.g. learning portfolio, activity handbook, reflective journal and data management system).
- Schools can take into consideration the following when planning their school-based SLP:
 - **Purpose** – SLP's extrinsic value as a summary presentation of what students have achieved in terms of whole-person development is as important as its intrinsic value as a reflective learning tool. While the end product will be useful in future, the process is no less important as a valuable experience for students' adult life.
 - **Ownership** – As students are the ultimate owners of their SLPs, schools should raise students' sense of responsibility and nurture their self-directed learning abilities when constructing the SLPs. Students can be allowed to have some customised features for personal styles and identities. They can also be motivated to take the initiative to record, select and prioritise their learning experiences and achievements periodically according to their strengths, interests and personal aspirations.
 - **Leadership** – Instead of relying solely on a Computer/IT teacher, it is advisable for schools to exercise distributed leadership when planning and implementing SLP, e.g. involve class teachers, career teachers, language teachers and IT teachers to plan the school-based SLP holistically and help students build up their own SLPs.
 - **Curriculum time** – Time and space should be given to conduct SLP-related activities and help students build up SLPs throughout the three SS years, e.g. set aside several class teacher periods as well as language lessons and career education programmes. Although SLP is a summary record of the three-year SS education, it is not advisable for students to generate their SLPs only at the end of their secondary education. Schools may provide students with interim profile

information at regular intervals to facilitate the provision of feedback on their progress, celebrate their achievements and make plans for further development.

- **School-based SLP systems** – Regardless of whether it is electronic or print-based, school-based SLP systems should enable schools to generate concise individual reports which are in line with the requirements of tertiary institutions and some employers, and engage students in establishing their own SLPs. For example, the SLP module under the WebSAMS allows schools to create accounts for students to review, select and prioritise their learning experiences, extract relevant OLE data to review students’ participation and see if the provision of OLE can meet the needs of students. Refer to Appendices 3 and 4 for a sample SLP using the template of WebSAMS and the salient features of the SLP module of WebSAMS respectively.
- **Interface between junior and senior secondary levels** – A well planned and progressive introduction of the purpose and use of SLP to JS students would facilitate the smooth implementation of SLP in the SS years. Building up a habit of reviewing one’s personal development enhances students’ self-understanding, and helps them set goals for further development during secondary education and develop plans for career and life planning.

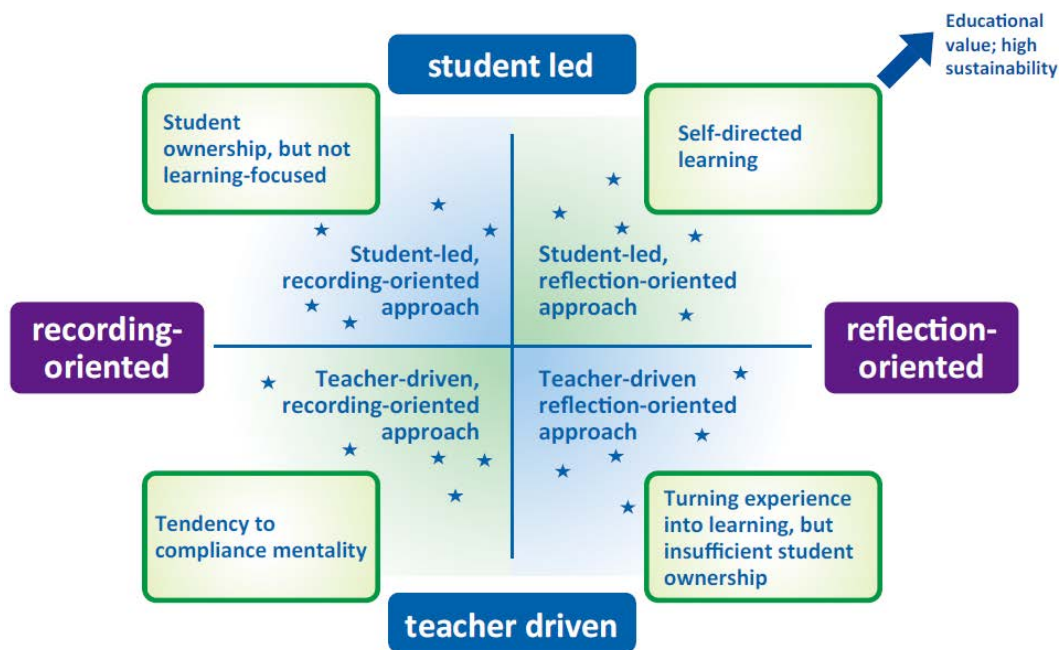
Example 9: Early Interface – Strengthening Reflective Abilities of Junior Secondary Students in Experiential Learning

- To strengthen students' reflective habit through LWL activities, School I sets its own levels of reflective abilities and the expected learning outcomes for each JS level. It starts by introducing some basic skills in the class periods, e.g. describing and summarising the learning processes for S1 students, thinking about the meaning of the learning experiences for S2 students, internalising and summarising the knowledge acquired and making connections with other knowledge for S3 students. Students are asked to apply these reflective habits in the debriefing sessions after some selected large-scale LWL activities.
- By building up a conducive environment for developing students' reflective habits, the JS students are better prepared and more ready to advance to those abilities at higher levels such as applying the experiences into different situations and adopting self-adjustment strategies.
- To further facilitate self-reflection on the learning experiences with the aid of the school's SLP at the SS level, an existing award scheme for the whole school is restructured and enhanced. Starting from S1, students are encouraged to record their LWL activities, assess their performance and set their next learning goals under the new award scheme. They have to write about their mission statements similar to the self-account of SLP and the number of words of the statements increases progressively from S1 to S3. Students are also given opportunities to share their reflection through class time, assemblies, exhibition boards, anthologies of reflections, etc. In S3, students are progressively introduced to the purposes, meaning and use of OLE and SLP.
- In this school, the nurturing of reflective habits is integrated and well planned through the LWL activities and the implementation of SLP. JS students are therefore scaffolded systematically and progressively to reflect on their own learning and establish their own SLPs in the SS years. Such an early interface facilitates the implementation of OLE and SLP by developing self-directed learning abilities among JS students.

7.5.4 Implementation of School-based SLP

- Since the launch of the NAS, various strategies as detailed in Figure 7.4 have been suggested for schools to adopt for the implementation of SLP.

Figure 7.4 Strategies for SLP Implementation



- Schools are strongly encouraged to adopt the “student-led” and “reflection-oriented” approaches, with which students are empowered to take the initiative to establish their own SLPs as well as monitor their own progress through continuous review and reflection on their learning experiences. To enhance the reflective learning process, schools are recommended to take note of the following:
 - **Maintaining dialogues and interactions** – According to many local and overseas success stories, SLP is best constructed through maintaining a dialogic and interactive process among students and teachers or “mentors” (e.g. alumni and parents). The success of SLP often depends on the quality of their dialogues and interactions rather than the quality of the profile design.
 - **Facilitating self-reflection** – Teachers should guide students to conduct quality reflection on their learning experiences and achievements, and plan for their personal development in future. Teacher should also provide students with constructive feedback during the process of self-reflection (*please refer to Section 7.3.6 for more details on the prime importance of reflection*).

- **Providing platforms for students to tell their learning stories** – To help students take greater ownership of their learning goals, it is crucial to offer them opportunities to review and share their own learning journeys with their teachers and peers when they are preparing their SLPs. While the feedback from others may enhance students’ self-understanding, provide input for further reflection and inspire them to adjust their future plan, there are also opportunities for them to demonstrate their personal strengths and aspirations as well as to celebrate their whole-person development.

More details of different strategies and school examples are available at: <http://www.edb.gov.hk/cd/slp>



- Schools are also encouraged to adopt a whole-school approach to formulating and implementing the school-based SLP and OLE and facilitating the collaboration among class teachers, career teachers, subject teachers and OLE co-ordinator to strengthen the connection among different curriculum components of SS education as well as to better support individual students’ life planning and preparation for their multiple pathways.

Example 10: Adopting a Whole-school Approach to Fostering Whole-person Development - Promoting the Intrinsic Values of SLP

- Whole-person development is comprehensively and holistically planned and implemented in School J, which is supported by the strong leadership of the Principal as well as the connected and co-ordinated leadership of the management level with the active engagement of teachers.
- The school promotes the intrinsic values of SLP through the comprehensive strategies of the school annual plans and schemes of work implemented by different subjects and committees. For example, the Principal and the Vice Principal work closely with the heads of different subjects and committees to plan, formulate policies and allocate resources while the relevant committees and subject panels collaborate to plan or modify and implement the existing programmes or new initiatives to promote the intrinsic values of SLP.

- The IT Team provides technical support on data entry and printing of SLPs as well as conducts training workshops for teachers and students to use the electronic system. The class teachers monitor the OLE participation of their students, discuss with individual students regarding their personal growth and self-accounts and conduct class sharing sessions on OLE. The language teachers are also engaged in providing advice on language use in students' self-accounts.
- To help students develop career aspirations for their future development, the Careers Education Team modifies an existing programme to engage students in individual planning for personal and academic development and introduces multiple pathways for further studies. Some alumni are invited to share their experience in the pursuits of their careers. An online platform for sharing stories of tenacity and recognising students' perseverance and long-lasting efforts is also established.
- Moreover, the school puts a lot of emphasis on creating a reflective culture at school. From S1, students are required to record and reflect on their own learning experiences through the Student Handbook and the electronic learning portfolio. They model themselves on teachers and senior form students who share their own learning experiences and reflections regularly during assemblies and class time. Evaluation practices include group sharing after activities, completing evaluation forms with rubrics, class sharing on OLE and writing reflection journals after joining different training schemes. Both teachers and students have become accustomed to reflecting on and sharing their experiences under a culture built around trust.
- To strive for continuous improvement, relevant committees and teachers hold regular meetings to review the planning and implementation of SLP. They recognise that when the whole school joins hands to facilitate the long-term development of SLP, students' self-directed learning abilities can be enhanced during the SLP building process. Therefore, they plan to further strengthen self-directed learning in the school-based SLP as well as in the learning and teaching of different KLAs so as to maximise the positive impacts of the intrinsic values of SLP.

For Reflection and Action

- ❖ How would you plan for the adoption of the whole-school approach to enhancing students' whole-person development?
- ❖ How would you plan to enhance students' motivation, ownership and responsibility in the school-based SLP development in the long run?
- ❖ What strategies would you use to facilitate student reflection on their learning experiences through SLP?
- ❖ How would you provide a good and early interface for JS students to prepare themselves to establish their own SLPs at the SS level?

7.5.5 Key Issues Related to SLP

Irrespective of different school-based implementation strategies and approaches, the following are some common key issues that schools need to note about SLP:

- **Catering for learner diversity** – Teachers are encouraged to adopt multiple strategies to cater for learner diversity. In guiding students to use SLP to demonstrate their competencies and specialties, teachers may also encourage students to design their own SLPs.
- **A culture of trust and sharing** – A culture of sharing with a high level of trust and respect among students and teachers should be built so that students feel safe and confident to tell their learning stories in front of their teachers and peers.
- **Ethics** – Students should be reminded to include items honestly and ethically since their SLPs are evaluation tools which provide evidence of and assess their all-round development. Students should be aware that future readers of their SLPs such as employers may ask about the content or request further evidence of some items. The process of building an SLP can be a worthwhile learning experience which enables students to compile high-standard and credible resumes for their career life in future.
- **Validation of records** – Schools are expected to keep and verify records of students' school activities as their existing practice with the records in school reports. For learning programmes not organised by the school, students may provide relevant information to the school but they

themselves will be responsible for providing evidence to any party concerned upon request. If these activities are included in SLPs, they should be listed in a separate column/section from OLE.

- **Use of SLP data** – In addition to keeping records of individual students’ whole-person development, schools may use the SLP data of student participation and achievements to evaluate the implementation of student development programmes and inform school planning. However, any inappropriate disclosure of content without students’ agreement should be avoided.

7.6 Way Forward for Life-wide Learning

7.6.1 *Strengthening Lifelong Learning Capabilities*

- Under the ongoing renewal of the school curriculum, schools are recommended to further improve their whole-school curriculum to enhance students’ lifelong learning capabilities for achieving whole-person development so as to meet the needs of a rapidly changing world in the 21st Century. In this connection, schools are encouraged to strengthen the significant role of LWL in developing students’ holistic thinking, nurturing students’ sense of ownership in taking part in LWL activities and fostering students’ positive values and attitudes that are essential for them to face the challenges ahead.
- To achieve the above, in addition to providing students with a range of meaningful learning experiences, LWL should give students ample opportunities for peer learning to promote exchange of ideas as well as a high level of autonomy to enhance their sense of ownership and responsibility. More space should also be created for quality self-reflection to enable students to engage in deep learning and become self-directed learner that would be essential to pursue their lifelong learning.

7.6.2 *Facilitating Self-directed LWL*

- LWL provides an ideal platform for students to exercise more autonomy in their learning experiences. Following the guiding principle of “Being Student-focused”, schools have started incorporating students’ views and encouraging students to take on a more active role in the planning and design of their LWL and OLE programmes.

- In this regard, schools have accumulated valuable experiences in adopting the “Students as Learning Experience Designers” (Student-LED) approach to the implementation of LWL and OLE programmes. In Student-LED projects, students are elevated from merely participants of activities to designers of their own learning experiences, and take ownership of designing learning experiences which they see as interesting, important and useful. Teachers then take on a corresponding change of role, i.e. from being instructors or activity providers to facilitators, and aim to support student learning in the cyclic process of planning, implementation and evaluation of activities.
- During the Student-LED process, students are empowered to initiate ideas, set goals, make plans, take action, review and adjust their plans, and evaluate the activities. Meanwhile, teachers help to create a safe atmosphere with a high level of trust in which students learn from each other. Through reflective questioning and providing non-judgemental feedback throughout the whole process, teachers will enhance students’ development of self-directed learning abilities. In addition, allowance for flaws on students’ part and support from school leaders is important for trying-out of Student-LED activities.
- Through long-term involvement in the Student-LED approach and adoption of various roles in activities throughout secondary education, students would learn to clarify their own values, inspire a shared vision among fellow students, experiment and take risks of innovative ways, foster collaboration, encourage others to act and recognise the contribution of different working partners.

Example 11: Self-directed Learning through Student–LED Activities

- School K is committed to nurturing students to be self-directed learners. Over the past few years, teachers have been well equipped to guide reflection among students and organise “Student-LED” programmes through participating in relevant seminars and workshops organised by the EDB. Students have also been given ample opportunities to design, plan and organise their own learning activities. In this way, the school has developed a self-directed learning culture by implementing “Student-LED” LWL and OLE programmes.
- The school’s regular Community Service programme is a successful example of the “Student-LED” OLE programmes. Apart from planning a

range of visits to the elderly, ex-mentally ill people, ethnic minorities and single-parent children, students are also empowered to act as “peer mentors” to recruit and train the peer volunteers including primary and junior secondary students to participate in Community Service activities. For example, they conduct training workshops to teach the peer volunteers to make cookies for the elderly as well as the skills required for communicating with the ethnic minorities.

- The school also encourages students to join an annual enterprise programme organised by an external organisation. Participating students firstly form their own groups and companies. They then set up some market stalls in the school and manage their companies on their own such as estimating the budget, raising capital, marketing products and managing accounts.
- As a usual practice, students are guided to reflect on what they have learnt throughout the process. Peer reflection and teacher evaluation are then undertaken. During the process, students take the initiative in carrying out the learning activities. Students are actively engaged in the programme in which they are the designers of their own learning experiences as well as the participants to enjoy great fun with their peers. Student also presented their learning stories to their peers in the Learning Symposium. Through participating in this “Student-LED” programme, students are able to develop reflective habits, which in turn facilitate the development of self-directed learning capabilities.
- All along, students play an active role in designing, running, monitoring and reviewing their learning activities. Their leadership, communication, collaboration and organising skills have been greatly enhanced after joining the “Student-LED” programmes.

More information on the Student-LED approach is available at:

http://cd1.edb.hkedcity.net/cd/lwl/ole/student_LED/eng/introduction.html

- Through active engagement in various quality LWL programmes, students are exposed to a variety of ideas, people, places as well as real-life challenges so that they are empowered to unleash their creative power to solve problems and strengthen their role as self-directed learners and face different challenges ahead.

Expected Outcomes of the Five Areas of OLE

Teachers may make reference to the following **expected outcomes** of each area of OLE when implementing their school-based OLE.

Moral and Civic Education

Through Moral and Civic Education in OLE, we expect our students to:

- develop and exemplify positive values and attitudes when dealing with personal and social issues pertinent to their development into adulthood;
- identify the moral and civic values embedded in personal and social dilemmas, make rational judgements and take proper action with reference to their personal principles as well as social norms; and
- become “informed”, “sensible” and “responsible” citizens who care for others, develop a sense of identity and commitment to society and the nation, and show concern for world issues.

Aesthetic Development

Through Aesthetic Development in OLE, we expect our students to:

- foster their creativity, aesthetic sensitivity and arts-appraising ability;
- respect for different values and cultures; and
- develop a lifelong interest in the arts.

Physical Development

Through Physical Development in OLE, we expect our students to:

- cultivate their positive values and attitudes, such as perseverance, responsibility, commitment and respect for others;
- refine the skills learnt, acquire skills of novel physical activities, and participate actively and regularly in physical development activities;

- analyse physical movement and evaluate the effectiveness of health-related fitness programme; and
- take the role of sports leader or junior coach in the school and the community, and demonstrate responsibility and leadership.

Community Service

Through Community Service in OLE, we expect our students to:

- identify and reflect on various social issues or concerns encountered in the learning experiences;
- develop positive values and attitudes (e.g. respect and care for others, social responsibility) and generic skills (e.g. collaboration, problem solving, communication) to prepare for future challenges; and
- nurture lifelong interest and habits in serving others.

Career-related Experiences

Through Career-related Experiences in OLE, we expect our students to:

- enhance up-to-date knowledge about the world of work;
- acquire knowledge related to employability to facilitate personal career planning and development; and
- enhance work ethics and understand more about employers' expectations in the current labour market.

Some Dos and Don'ts of 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 the 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 on offering programmes that can motivate students and facilitate deep reflection.</p>	<p>Meeting the suggested time allocation should NOT be the most important or the only aspect in the overall planning for OLE. Furthermore, the number of students' OLE records should NOT be the essence of the design of the school-based SLP.</p>
<p>Regular and structured learning opportunities (e.g. timetabled lessons) are the essential forms of the implementation of Physical Development (PD) and Aesthetic</p>	<p>AD and PD should NOT be implemented merely through co-curricular activities or one-off special school days.</p>

Dos	Don'ts
<p>Development (AD), in terms of meeting their objectives and expected outcomes.</p>	
<p>Student reflection is crucial in OLE. It can be manifested or expressed in a wide range of forms in OLE contexts such as journals or “blog” writing, worksheets, audio recording one’s own thoughts, talking with peers, PowerPoint presentations, group discussions in debriefings, drawings, designing a short play with a target audience or producing a promotional video collectively.</p>	<p>Reflection can be simply interpreted as enabling a person to “step back and think” upon an experience. In this sense, reflection in OLE contexts does NOT mean asking students to reflect in written form (e.g. reports, notebooks) after every activity.</p>
<p>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.</p>	<p>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.</p>

Dos	Don'ts
Schools should devise suitable arrangements for SLP, building on existing practices.	SLP does NOT necessarily imply adopting a “powerful and expensive” electronic system to yield desirable educational aims.
SLP is designed for students to “ <i>tell their own stories of learning</i> ” and to celebrate their success, in terms of whole-person development.	SLP can be used as a reference document for universities’ consideration as it can provide more comprehensive information on students’ competencies and specialties. However, the summative use of SLP should NOT be overly emphasised since its purpose is NOT solely for university admission.
OLE (and SLP) requires a strongly connected and learning-centred leadership that clearly communicates the need for change so that teachers from different areas can both understand and play an active part in planning and developing the OLE programmes.	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.
Schools will assist students in developing their SLPs. This will be an educational process for students to select and review their participation, and to address their whole-person developmental needs.	OLE is part of the SS curriculum in school. Students are thus offered sufficient opportunities of OLE to promote whole-person development and enhance quality of life. Parents need NOT make extra efforts to arrange more OLE just for the sake of quantity, or to build profiles for their children.

A Sample SLP Using the Template of WebSAMS

學生學習概覽 Student Learning Profile

發出日期 Date of Issue: 28-02-2018

學生資料 Student Particulars			
學生姓名: Student Name:	陳小恆 CHAN Siu-hang, Michael	身份證號碼: ID No. :	R000****
出生日期: Date of Birth:	01/10/2001	性別: Sex:	男 Male
學校名稱: School Name:	香港學校 Hong Kong School	學校編號: School Code:	543210
入學日期: Date of Admission:	01/09/2012		
學校地址: School Address:	新界大埔洋涌村 Pun Chung Village, Tai Po, N.T.		
學校電話: School Phone:	(852) 21234567		

(For this part, three optional formats are provided in the existing WebSAMS for the reference of schools, which are presented by 'Marks', 'Grades', 'both Marks & Grades')

校內學科成績 Academic Performance in School							
科目 Subject	滿分 Full Mark	2017-2018 中六 S.6		2016-2017 中五 S.5		2015-2016 中四 S.4	
		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	主要作品名稱 Name of Key Projects
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

(): 不及格 fail

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其他學習經歷 Other Learning Experiences

其他學習經歷的有關資料，須由學校確認。其他學習經歷可透過由學校舉辦或學校與校外機構合辦的學習活動獲得，包括在上課時間表以內及/或以外的學習時間進行的有關學習經歷。除核心及選修科目外，在高中學習階段的其他學習經歷，尚包括德育及公民教育、藝術發展、體育發展、社會服務及與工作有關的經驗。

Information about Other Learning Experiences must be validated by the school. Other Learning Experiences can be achieved through programmes organised by the school or co-organised by the school with outside organisations. They may include learning experiences implemented during time-tabled and/or non-time-tabled learning time. Apart from core and elective subjects, Other Learning Experiences that the student participates in during his/her senior secondary education include Moral and Civic Education, Aesthetic Development, Physical Development, Community Service and Career-related 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)
<p>共同策劃社會服務 Community Service Together</p> <p>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）。</p> <p>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).</p>	2015-2016	組長 Group Leader	香港青年協會 The Hong Kong Federation of Youth Groups	<p>社會服務 Community Service</p> <p>德育及公民教育 Moral and Civic Education</p> <p>與工作有關的經驗 Career-related Experiences</p>	出席證書 Certificate of Participation
<p>企業計劃 Company Programme</p> <p>透過企業計劃，在義務商管顧問的指導下，學生成立一「小型」公司，售賣股票、生產及推廣貨品，及在最後階段把公司清盤。活動的目的是營造學習氣氛，讓學生與同儕及教師分享學習成果。</p> <p>This is an enterprise programme requiring students to establish a 'mini' company under the guidance of volunteer business advisors. Students are responsible for selling stock, producing and marketing real products, as well as liquidating the company at the last phase. It is intended to build among students a learning climate in which students share their learning with peers and teachers.</p>	2015-2016	會員 Member	國際成就計劃香港部 Junior Achievement Hong Kong	<p>與工作有關的經驗 Career-related Experiences</p>	成就證書 Certificate of Achievement
<p>健康生活日 A Day for Healthy Living</p> <p>在特定的上課日舉行各種的球類運動及與健康生活相關的活動，以提升學生對健康的關注和對健康、體育運動和生活方式的關係的了解。</p> <p>A variety of ballgames, programmes on healthy living and related activities are held on a special school day to increase students' concern and understanding about the relations among health, physical exercise and lifestyle.</p>	2015-2018	出席學生 Student Participant	-	<p>體育發展 Physical Development</p> <p>德育及公民教育 Moral and Civic Education</p>	-

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<p>校內戲劇節 In-school Drama Festival</p> <p>戲劇節是學校每年舉行的大型活動，當中包括一連串的表演項目及比賽，讓所有學生以不同形式參與。學生不僅學習如何有創意地製作戲劇，他們並可多了解戲劇的歷史和發展，從而學習如何欣賞藝術。 The Drama Festival is an annual school function with a series of programmes, including competitions designed for all students with different forms of participation. Students not only learn how to produce plays creatively, but also learn to understand the history and development of drama and acquire a sense of arts appreciation.</p>	2015-2016	舞台經理 Stage Manager	-	藝術發展 Aesthetic Development	優良證書 Certificate of Merit
<p>濕地公園暑期實習計劃 Summer internship programme at the Wetland Park</p> <p>教師和學生一起接受環境教育的訓練。計劃的整體目標是透過帶領導賞活動推廣濕地保育，在學校及社區推廣環保意識。學生參加導賞員訓練，以提升能力及信心去配合服務的要求。 Teachers and students undergo training in the context of environmental education. The overall aim is to promote a sense of environmental protection among schools and communities through leading guided tours to promote wetland conservation at the end of the programme. Training on tour-guide skills is arranged to enable students to develop the abilities and confidence to meet the requirements for the service.</p>	2016-2017	會員 Member	香港濕地公園 Hong Kong Wetland Park	德育及公民教育 Moral and Civic Education 社會服務 Community Service	出席證書 Certificate of Participation
<p>文化藝術義工計劃 Cultural Services Volunteers Scheme</p> <p>本計劃透過義務工作訓練，讓學生推廣藝術及文化的能力。藉著一連串的學習活動及接觸不同的藝術模式及文化的機會，擴闊學生視野及提升其對人文生活素質的關注，讓他們的領導能力、溝通能力及創造力得以發展。 The Scheme is designed to equip students with capabilities to promote art and culture through voluntary service. With a range of learning opportunities and exposures to different art forms and cultures, students broaden their horizons and become more aware of the need to raise the quality of the humanities. Overall, students are expected to enhance their leadership, communication abilities and creativity.</p>	2015-2017	隊長 Team Leader	康樂及文化事務署 Leisure and Cultural Services Department	藝術發展 Aesthetic Development 社會服務 Community Service	出席證書 Certificate of Attendance
<p>校際音樂節 Hong Kong Schools Music Festival</p> <p>透過參加比賽，讓學生增強有關的演繹技巧、受眾意識，和表演時的音樂感，也讓學生更能認識自我及發展堅毅的精神。 Through participating as competitors in the Festival, students enhance the techniques, interpretation, audience awareness, and musicality of their performance. The Festival also helps students to develop better self-understanding and perseverance.</p>	2015-2017	參賽者 Competitor	香港音樂及朗誦協會 Hong Kong Schools Music and Speech Association	藝術發展 Aesthetic Development 德育及公民教育 Moral and Civic Education	獨唱(優良證書) Vocal Solo (Certificate of Merit)

<p>探訪老人院 Visits to elderly homes</p> <p>透過這項服務學習計劃，學生培育正面的價值觀和態度，包括責任感、尊重生命、承擔精神、同理心、愛心和關心。提供服務前學生會接受訓練，讓他們了解服務的意義，對老人院這個新的學習環境有基本的認識，及應該如何訂定學習目標。 Through this service learning programme, students nurture positive values and attitudes, including responsibilities, respect for life, commitment, empathy, love and care. Pre-service training sessions are provided to help students make meaning of their service, acquire basic understanding of the new learning context at the elderly homes, and set learning goals.</p>	2015-2016	義工 Volunteer	香港明愛 Caritas – Hong Kong	<p>社會服務 Community Service</p> <p>德育及公民教育 Moral and Civic Education</p> <p>與工作有關的經驗 Career-related Experiences</p>	<p>社署義工服務獎勵計劃銅獎 Social Welfare Department's Volunteer Award Scheme (Bronze Award)</p>
<p>圖書館管理員 Library Prefect</p> <p>除了認識及協助學校圖書館運作，學生學習如何對工作負責。透過提供經常性的服務，學生可發展溝通技巧和進一步明瞭服務學校的意義。 Besides understanding and offering assistance in the operation of the school library, students learn how to be responsible for tasks under their charge. Through regular service, they also develop communication skills and particularly the meaning of serving the school.</p>	2017-2018	圖書館管理員 Librarian	-	<p>與工作有關的經驗 Career-related Experiences</p> <p>社會服務 Community Service</p>	-
<p>與工作有關的經驗講座 Talk on career-related experiences</p> <p>講座於週會時段舉行。校友向高中同學分享他們寶貴的工作經驗，高中同學可就著其理想職業作出提問。透過本活動，同學可了解不同行業的人職要求，並對工作態度及與工作有關的經驗有更多認識。 This sharing is arranged during the assembly period. School alumni share their precious working experiences with senior form students. Students could select their desirable professions and make personal enquiries on related areas. Through this activity, apart from knowing more about the entry requirements of different industries, students have more exposure in work ethics and career-related experiences.</p>	2017-2018	參加者 Participant	-	<p>與工作有關的經驗 Career-related Experiences</p>	<p>職業初探報告 Report on "My Desirable Profession"</p>

* 本部分除介紹相關的活動項目內容外，也可概略地述說學生透過參與該活動項目所發展得來的知識、共通能力、價值觀及態度。
Apart from introducing what the programme is about, the description may also explain briefly the knowledge, generic skills, values and attitudes that the student has developed through the experience.

**有需要時可提供 獎項 / 證書文憑 / 成就 作證明。
Evidence of awards/ certificates/ achievements listed is available for submission when required

備註：上表只展示了學生在高中階段主要的學習經歷，並不需要徹底地列出所有曾參與過的經歷。
Remarks: The above list is not meant to be exhaustive. It merely illustrates the 'key' learning experiences acquired by the student throughout the senior secondary years.

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校內頒發的主要獎項及成就

List of Awards and Major Achievements Issued by the School

年份 Year	獎項及成就 Awards and Achievements	備註 Remarks
2015	李氏數學獎 Mrs. Lee Mathematics Award	
2016	校內戲劇節(優良證書) In-school Drama Festival (Certificate of Merit)	
2017	陸運會(跳高冠軍) Sports Day (Champion in high jump)	

校外的表現 / 獎項

Performance / Awards Gained Outside School

學生可向學校提供一些在高中階段曾參與過而並非由學校舉辦的學習活動資料。學校無須確認學生的參與資料。在有需要時，學生將會負責向相關人士提供適當證明。

Students may provide the school with information about their participation in the learning activities that are not organised by their schools during their senior secondary school years. There is no need for the school to validate the information provided. Students will be responsible for providing evidence for the relevant stakeholders where necessary.

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				
雅思國際英語測試 International English Language Testing System	2016-2017	考生 Candidate	English for International Opportunity	達到英澳大學入學水平 Achieved UK and Australian universities enrolment standard
雅思國際英語測試原則是為母語並非英語的人士, 測定及認證英文能力的考試。 The International English Language Testing System has been developed for non-native English speakers all over the world in order to evaluate and certify their English-language proficiency.				

*有需要時可提供 獎項 / 證書文憑 / 成就 作證明

Evidence of awards/ certificates/ achievements listed is available for submission when required

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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，學生可概略地敘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。

在高中參與的活動中，我印象最深刻的是文化藝術義工計劃。透過這項活動，我接觸到很多有關藝術及文化的內容，透過藝術作品了解人們如何看待生命，了解他們認為甚麼是最有價值的事物，我有機會與不同文化背景的義工繪畫醫院的牆壁，因著我們不同的背景，適切的溝通是十分重要的，這能促進我們彼此之間的協作。我發現不論種族、文化、年齡及背景，愛及關心是最大的推動力叫人甘心樂意地付出，為社會謀福祉。

我希望將來可投身服務行業，幫助有需要的人。無論我將身處哪一個工作崗位，我已下定決心以愛心服務人羣，為社會締造更美好的將來。……

I enjoy getting along with people very much. ... I was a boy scout at junior secondary level. I liked meeting people and solving problems through community service. The experience enriched my learning and exerted a positive impact on my study. In a "Care for Community" project, as a team of teenagers, we made proposals to the district office to improve the facilities in our community so that people could make good use of the environment. For instance, we observed that some chairs in our community were not properly located because some metallic chairs there were not suitable for use during hot summers with no shelter on top. We channeled our ideas to the district office and made suggestions for improvement. At my senior secondary level, I got another opportunity to serve the community in a summer internship programme at the Wetland Park. I was trained to lead guided tours to promote wetland conservation and environmental protection. These activities gave me a chance to share love and care in a practical way. I also became more analytical, observant and aware of people's needs. With these positive experiences, I had more ideas in terms of writing and design, and my communication and interpersonal skills improved. Apart from the benefit in learning, I have also developed a disciplined and caring character. As compared to my childhood, I understand myself better, in terms of strengths, limitations and aspirations for the future.

Among the activities I joined at my senior secondary level, the most impressive one was the Cultural Services Volunteers Scheme. I learned a lot about art and culture, how people perceive life, and what people value the most through their art works. This activity provided me with a chance to paint walls in hospitals with volunteers from different cultures. Because of different backgrounds, proper communication was important to ensure smooth collaboration with each other. I discovered that whatever the culture, whatever the age and background, love and a heart to care for others is the greatest motivation for anyone to work for the best of the community.

I have set a career goal to participate in a service industry that could benefit the needy. Whatever position I have in future, I have decided to try my best to love and serve the community to make us live in a better world. ...

完
End of Report

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Key Features of the SLP Module of WebSAMS

Features	Rationale
Data management	<ul style="list-style-type: none"> • Data managed by WebSAMS: <ul style="list-style-type: none"> - Student particulars - Academic performance in school with information on key projects - OLE information on learning goals, students’ roles, kinds of experiences and evidence of students’ participation - Awards and major achievements in school - Performance/Awards gained outside school – optional item to be provided by students - Student’s “Self-Accounts” (e.g. highlighting any impressive learning experiences or career goal setting) – optional item to be provided by students
Space for students’ voice	<ul style="list-style-type: none"> • A record of OLE information can be generated for students’ reference. Students can use their WebSAMS student accounts to review their own participation to see if they would be able to achieve a balanced and all-round development in school education. Students can also select and arrange their favourite OLE activities for presentation in their SLP reports. • Students can optionally provide information on activities outside school and self-accounts in presenting their views of their own personal development.
Support for school planning and development	<ul style="list-style-type: none"> • Schools can also extract relevant OLE data to review students’ participation and the school's provision of OLE to see if the provision can meet the needs of students or not.

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Websites

EDB : Life-wide Learning Activity Databank

<http://www.edb.gov.hk/en/curriculum-development/major-level-of-edu/life-wide-learning/databank/index.html>

EDB : Life-wide Learning Experience: A Quality Framework

http://cd1.edb.hkedcity.net/cd/lwl/QF/03_main_eng.html

EDB: Life-wide Learning Network – Experience Sharing on “Community Service”

http://cd1.edb.hkedcity.net/cd/lwl/net_cs/index.html

EDB: Organising School-based Life-wide Learning: A Package for Self-improvement

http://cd1.edb.hkedcity.net/cd/lwl/QF/02_eng_main.html

Other Information and Learning/Teaching Resources

- The OLE pamphlet “*Other Learning Experiences: What is it about?*” (http://www.edb.gov.hk/cd/ole/whats_it_about/) helps OLE co-ordinators, vice principals and relevant school personnel to understand the place of OLE in senior secondary education.
- The OLE website (<http://www.edb.gov.hk/cd/ole>) includes an OLE activity databank, essential information on OLE/SLP, good practices, conceptual frameworks, seed project information, tools, exemplars of SLP and OLE new time arrangement.
- The SLP Module of WebSAMS (<http://www.edb.gov.hk/cd/slp>) was launched in early 2008 and is regularly enhanced for schools’ reference or use if appropriate.
- The “e-Navigator” website (<http://eNavigator.edb.hkedcity.net>) and smartpone application (APP) help students search for course information across different local institutions and levels including degrees, higher diplomas, associate degrees, Diploma Yi Jin and other programmes from the Qualifications Register under the NAS.
- Articles related to OLE are listed as follows:
 - Other Learning Experiences: A Catalyst for Whole-person Development
 - Eight Misconceptions about “Other Learning Experiences and “Student Learning Profile”
 - A Self-checking Workflow of OLE Time Arrangement
 - The Role of “Community Service” in the SS curriculum: Kindle the Life of Serving Others

For details, please refer to:

http://www.edb.gov.hk/cd/ole/ole_articles/.

- Guidelines to ensure student safety during activities:
 - Guidelines on Extra-curricular Activities in Schools
 - Guidelines on Outdoor Activities
 - Guidelines on Study Tours Outside the HKSAR
 - School Outings in Rural Areas: Safety Precautions
 - Guideline on School Functions and Extra-Curricular Activities at the Height of Hand, Foot and Mouth Disease/Enterovirus Activity
 - Government's advice for the public on seasonal influenza, avian influenza and influenza pandemic

For details, please refer to: <http://www.edb.gov.hk/en/sch-admin/admin/about-activities/sch-activities-guidelines/index.html>.

For each area of OLE

- Moral and Civic Education
(<http://www.edb.gov.hk/en/curriculum-development/4-key-tasks/moral-civic/index.html>)
The website of Moral and Civic Education provides the conceptual framework and curriculum information, as well as learning and teaching resources on various cross-curricular themes etc.
- Aesthetic Development
(<http://www.edb.gov.hk/en/curriculum-development/kla/arts-edu/references/ad006/index.html>)
The website of Aesthetic Development provides suggested modes of implementation, examples of learning and teaching activities, information about professional development programmes and community resources, etc.
- Physical Development: (<http://www.edb.gov.hk/cd/pe/>)
The website of Physical Development provides information about curriculum, professional development programmes, healthy lifestyle, physical activities, safety guidelines, etc.
- Community Service (<http://www.edb.gov.hk/cd/lwl/cs/>)
The website of Community Service provides information about the concepts of community service, modes of implementation, community service across KLAs, examples of developing community partnerships, etc.

- Career-related Experiences
 - “Finding Your Colours of Life: NSS Subject Choices and the Development of Career Aspirations” developed by the Hong Kong Association of Careers Masters and Guidance Masters and sponsored by the CDI (<http://www.edb.gov.hk/cd/lwl/cre/>)
 - “Career Mapping: Career Development Learning Tool for Senior Secondary Students” developed by the Hong Kong Association of Careers Masters and Guidance Masters and sponsored by the CDI (http://cd1.edb.hkedcity.net/cd/lwl/ole/ole_articles.asp)

