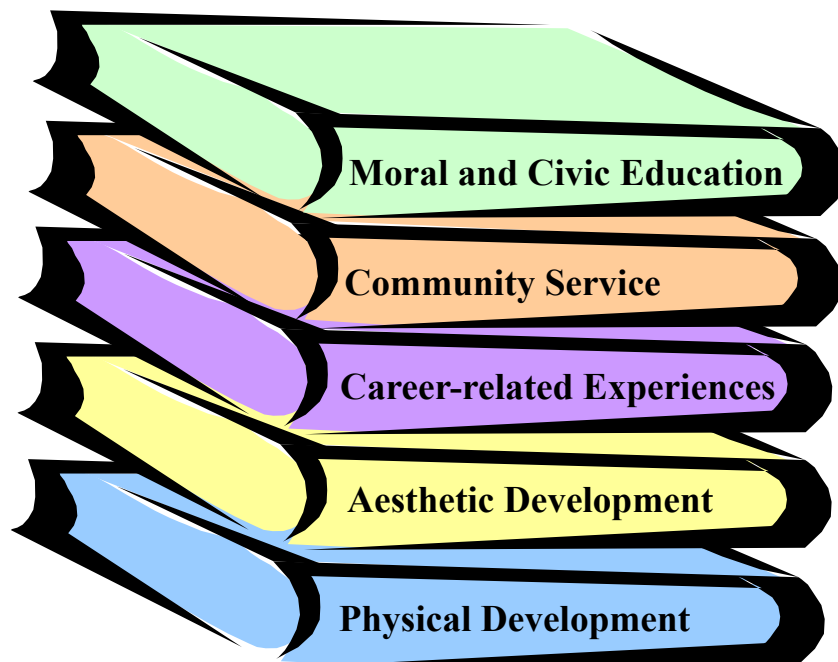


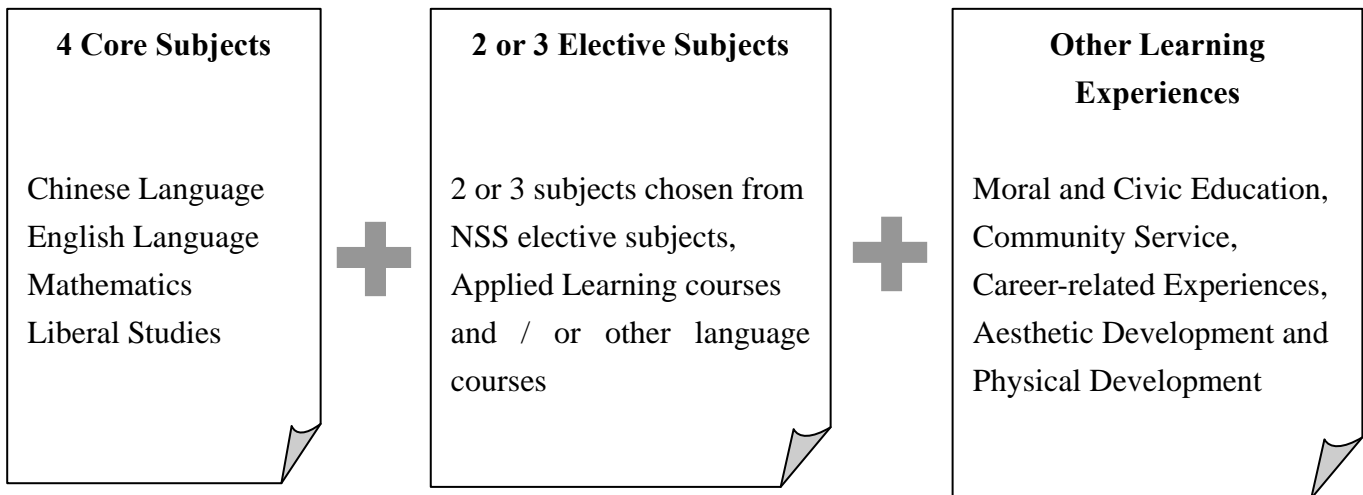
**New Senior Secondary Curriculum
Other Learning Experiences
Parent's Pamphlet**



**Education Bureau
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► What is “Other Learning Experiences”?

The Other Learning Experiences (“OLE”) is one of the three components of the New Senior Secondary (NSS) Curriculum that complements core and elective subjects (including Applied Learning and other language Courses) for whole-person development of students. These experiences include: Moral and Civic Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.



► Why OLE is one of the key components of the NSS Curriculum?

With the changes in time, talents are no longer confined to those excel in examinations. Tertiary institutions or employers are placing more emphasis on ‘talents’ with broader horizon, positive attitudes, adeptness in cooperation and eagerness to serve. These distinguishing characteristics cannot be nurtured through subject learning alone. The OLE of the NSS Curriculum is thus designed in view of the development and needs of adolescents, which helps build up healthy lifestyles and cultivate positive attitudes among NSS students.

Student Learning Profile

Student Learning Profile (“SLP”) is a summary record of what students have achieved, in terms of their whole-person development (other than their results in Hong Kong Diploma of Secondary Education (HKDSE) Examination) during their senior secondary years. The purpose of SLP is to provide supplementary information on secondary graduates’ competencies and specialities, in order to give a fuller picture of the students’ personal development and to facilitate reflection.

► What are the aims and expected outcomes of OLE?

- To widen students' horizons, and to develop their lifelong interests;
- To nurture students' positive values and attitudes;
- To provide students with a broad and balanced curriculum with essential learning experiences alongside the core and elective components (including Applied Learning (ApL) courses) in order to nurture the five essential Chinese virtues: 'Ethics, Intellect, Physical Development, Social Skills and Aesthetics' (德、智、體、羣、美)
- To facilitate students' all-round development as lifelong learners with a focus on sustainable capacities. The expected outcomes include students:
 - 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.

► How would schools implement OLE?

Apart from offering structured lessons in Physical Development, Aesthetic Development and Moral and Civic Education, schools are providing different modes of learning opportunities to supplement classroom learning such as learning after school or on Saturdays, co-curricular activities outside classroom, cross-curricular learning days, etc, in planning their school-based OLE programmes.

The time allocation of OLE over the three years of New Senior Secondary Education is suggested as follows:

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

Total: 405 hours

Since schools will arrange sufficient OLE opportunities for all senior secondary students, students are normally not *required to* arrange more activities for themselves. In other words, students do not need to self-arrange and accumulate their own '405 hours of OLE'.

► Voices from different stakeholders

‘Regardless of whatever practices in universities, secondary students must bear a proper attitude towards OLE and SLP. This is the most crucial point. For the NSS curriculum, the first cohort of students will be enrolled to universities in 2012. In the environment set by universities, they will not only receive education in terms of whole-person development but also be given a lot of activity-based learning opportunities. By that time, they are mature enough to make sensible decisions on their own, participate in activities according to their own will and monitor the learning progress largely by themselves. After all, this is the spirit underlying the education reform.

There should be formative aspects for effective use of SLP. Students should have positive experiences in their personal growth in the process of developing their SLPs. The SLPs should not simply record what they have done but also be able to exhibit the changes brought forth. Schools should encourage students taking initiative in building up their own SLPs and by making use of it as tool to “tell their stories of learning”. To “tell their stories of learning” comprehensively, there is no way but to have in-depth or critical reflection.’

Professor Edmond KO

‘I believe these learning experiences can nurture students’ moral character, positive work attitudes, lifelong learning and self-planning abilities and make them more responsible.’

Ms Margaret Leung Ko May Yee (via video-conferencing)

Vice-chairman and Chief Executive Officer of Hang Seng Bank Limited

‘Before joining “Moral and Civil Education” activities, we needed to collect information on current affairs. In the course of learning, it arouses our concerns on the society and fosters our development to think from different perspectives and make critical judgment.’

Ngai Chun, a student

Sha Tin Methodist College

‘Through joining community services, we hope that students can nurture a willingness to serve others, and bring what they have learnt back into the classrooms and thus foster their whole-person development.’

Ms So Po-kwan, a teacher

Buddhist Wong Wan Tin College

► **What are the roles of parents?**

Parents can know more about the OLE lessons and activities organised by schools, and encourage their children to actively participate in the programmes and reflect on these experiences in the light of achieving whole-person development. To attain OLE’s learning goals, parents can advise their children to avoid taking an overly utilitarian, short-sighted attitude towards OLE, such as bearing a misconception that OLE is purely for scores or certificates, which after all defeats its own genuine educational meaning. Children can share their reflection of OLE with parents. In the long run, OLE will have positive impacts on various aspects of students’ life ventures (e.g. work, development of hobbies, civic responsibility).

Please visit OLE website for further details:

<http://www.edb.gov.hk/cd/OLE/>

► **Questions about OLE and SLP which are frequently asked by parents.**

Q1: Do students need to self-arrange or ‘accumulate’ the 405 hours of OLE for themselves?

A1: **No.** OLE refers to the programmes organised or recognised by schools under the NSS Curriculum framework with 15% or more curriculum time taken up by OLE. The experiences include: Moral and Civil Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development. Hence, to ensure NSS students’ entitlement to the opportunities of whole-person development, schools should arrange sufficient OLE inside and outside normal school hours for students (for example, PE lesson, class teacher period, after-school activities, etc). Thus under normal circumstances, students do not need to self-arrange or ‘accumulate’ the 405 hours of OLE by themselves.

Q2. Do parents need to arrange OLE for their children, the more the better?

A2. **No.** It is the quality of OLE that matters, rather than the quantity. Parents should encourage their children to fully engage in OLE arranged by schools to achieve the expected learning outcomes. Besides, parents should reserve some leisure time for their children and there is no need to arrange additional OLE opportunities.

Q3. Is OLE equivalent to extra-curricular activities?

A3. OLE is one of the *three major components of the NSS Curriculum* which aims to foster whole-person development by focusing on learning and “reflection”. In planning OLE, schools should provide a variety of OLE opportunities such as learning after school or on Saturdays, cross-curricular learning days, activities conducted outside classroom or life / environment / aesthetic learning activities. These activities supplement the classroom learning or timetabled lessons of Physical Development, Aesthetic Development and Moral and Civil Education. Consequently, OLE is part of the school curriculum and certainly not a series of unconnected extra-curricular activities. On the contrary, OLE should be considered as a learning opportunity which provides all students a chance to achieve whole-person development in the senior secondary curriculum.

Q4. If a student participates in an extra-curricular activity outside school (e.g. activities arranged by parents / study tour), could it be recognised as an OLE in the NSS Curriculum?

A4: **No.** Strictly speaking, OLE refers to programmes organised or recognised by schools for senior secondary students and it is part of the school curriculum. If parents consider that there are individual needs, under the principle of “quality but not quantity that matters”, they may arrange other learning activities for their children to enrich the learning experiences already offered in the school curriculum. Most importantly, parents should not have a belief that the more expensive the activity is, the more the learning impact will be. Certainly if a student participates in activities arranged by his/her parents, the school may include records of his/her participation, award and achievement outside school into his/her SLP, according to EDB’s guidance on SLP.

Q5. How to assess OLE? When should students start collecting their OLE information?

A5. Since the learning mode of OLE emphasises on students' active participation and learning, there will be no examination. Subject to students' selection, OLE undertaken by students during their senior secondary level can be recorded in their SLPs to let students recognise their balanced development and achievement. These records could become references for further study or employment. Under the principle of "quality but not quantity that matters", students should record and reflect on their learning experiences and achievements during their senior secondary level on their SLPs. Hence SLP is **NOT** an assessment tool. With the school's support, senior secondary students can start collecting their OLE information starting from S4.

Q6. Would the arrangement of OLE cause any adverse effect on children's learning in the core and elective subjects?

A6. **No.** In many ways, OLE could create a unique learning space that is different from subject learning. Under these unique learning opportunities, students are provided with sufficient space and time to participate in OLE so that they can experience the pleasure of learning. Quality OLE can enhance students' attitudes towards learning as well as their thinking and generic skills, and hence help them in their subject learning. Therefore, there should not be any conflict between OLE and subjects, and in fact, they are complementary to each other. In many cases, these invaluable learning experiences and the acquisition of related skills and attitudes, are conducive to the healthy growth, better life success and career prospects among our youths.

Q7. Currently, many external organisations also provide OLE for students. However, these provisions are expensive and are not affordable by families. How should we decide?

A7. OLE aims to facilitate balanced and extensive development of students. Based on the principle of “quality but not quantity that matters”, nurturing students’ life-long interest and ability in learning is extremely important. Therefore, students should not pay too much emphasis on the quantity of OLE or participate in OLE activities with an overly utilitarian attitude. In fact, schools are providing adequate OLE opportunities to students during or outside school hours. Students do not need to join other activities organised by outside organisations. OLE programmes organised by school should cater for students with different social economical backgrounds. In many schools, financial subsidies are sought for students from disadvantaged families. For example, by making good use of the existing financial subsidy schemes available (e.g. ‘Hong Kong Jockey Club Life-wide Learning Fund’, ‘School-based After-school Learning and Support Programmes’) to ensure equal access to OLE. Finally, parents should understand that an expensive programme does not necessarily yield better learning outcomes.

Q8. Do parents or outside agencies need to develop SLPs for their children?

A8. No. To commend senior secondary students’ participations and achievements on whole-person development, schools will assist students to develop their own SLPs so as to extensively reflect their performance in various aspects. The contents of SLPs can include in-school subject results, OLE, performance or awards achieved outside schools and students’ self-accounts (e.g. to highlight any impressive learning experiences or career goal setting).

Q9. What is a good SLP? Will it be better if more contents are included?

A9. **Absolutely not a case of the more the better.** Based on the principle of “quality but not quantity that matters”, students should have opportunities to summarise and reflect on their learning experiences, and to select meaningful items, as evidence of their whole-person development, for inclusion into their SLPs. If a student can make effective use of the opportunities to reflect and plan his / her personal development as well as to succinctly illustrate his/her personal strengths in the process, a good SLP has already been compiled. If a SLP fails to illustrate personal strengths concisely and efficiently, such lengthy SLP may give readers an impression that the person lacks the presentation ability to summarise.

Q10. How would SLP be linked with further studies?

A10: Through SLP process, students could record and reflect on their learning experiences and achievements accomplished at senior secondary level in a *holistic* manner. It aims to provide qualitative information of the secondary graduates as well as to give a fuller picture on students’ participations and achievements in whole-person development. The Heads of Universities Committee (HUCOM) announced in October 2008 that, during the admission process, universities recognise SLP as documents of good reference value for students’ whole-person development. The Joint University Programmes Admission System (JUPAS) Board of Management in 2009 has designed a common template (Other Experiences and Achievements in Competitions / Activities, OEA) to aid students in the submission of information pertaining to their OLE and achievements as part of their JUPAS applications for reference by the UGC-funded institutions. While students may make reference to their SLPs in submitting information about their learning experiences through the JUPAS common template, they may also upload the full SLPs to the JUPAS online application systems, or submit to individual institutions when they are invited for interviews. In the admission process, universities would consider a broad range of information relevant to students’ achievements in various aspects and adopt non-quantitative methods to fully understand students’ developments. SLP is a good piece of reference not only for local universities but also tertiary institutions that offering sub-degree programmes, overseas institutions, employers and other professional bodies.