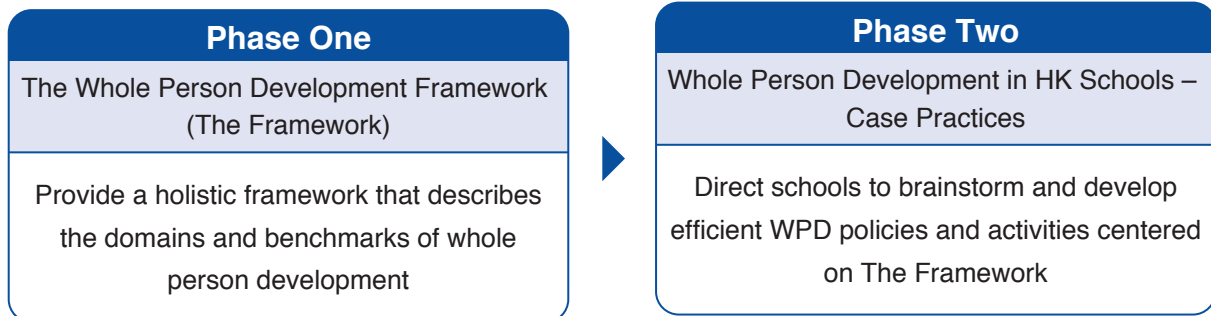


Introduction

The educational goal of "Whole Person Development (WPD)" has been set and promulgated by the Government since 2000. However, the heavily result-focused education system has undermined the attainment of WPD. A new approach to WPD is needed and a compendious framework that lays out the core competencies, skills and values for a multifaceted growth is suggested for secondary students in Hong Kong.

Objectives



Through the two phases, we hope to signal a paradigm shift in secondary education and propose ideas to change existing practices. This executive summary will showcase the key findings of Phase One – The Framework.

Methodology

Eighteen interviews were conducted during Feb 2018 – July 2018, with scholars, principals, teachers as well as youth workers, to get to know important stakeholders' view on the status of WPD under the education system as well as the competencies needed for WPD in secondary schools. Literature from, but not limited to, Europe, Singapore and Taiwan are adopted for the formulation of The Framework.

Guiding Principles in Formulating the Framework

- Develop students' intellectual and non-cognitive abilities comprehensively, in order to empower students to face diverse life situations in an interconnected way
- Equip students with the necessary skills for the rapid change of the world, including globalisation, ageing population and technological advancements
- Help students establish their identity through six-year secondary education
- Raise students' sense of satisfaction with school, by balancing the need to improve their competitiveness and to maintain or strengthen psychological well-being

Framework Components

The Framework is a combination of a) core competencies and b) related skills, underpinned by c) values needed as a “whole person”.

a) Core Competencies

The core competencies encourage students to form mature relationships with different parts of the society.

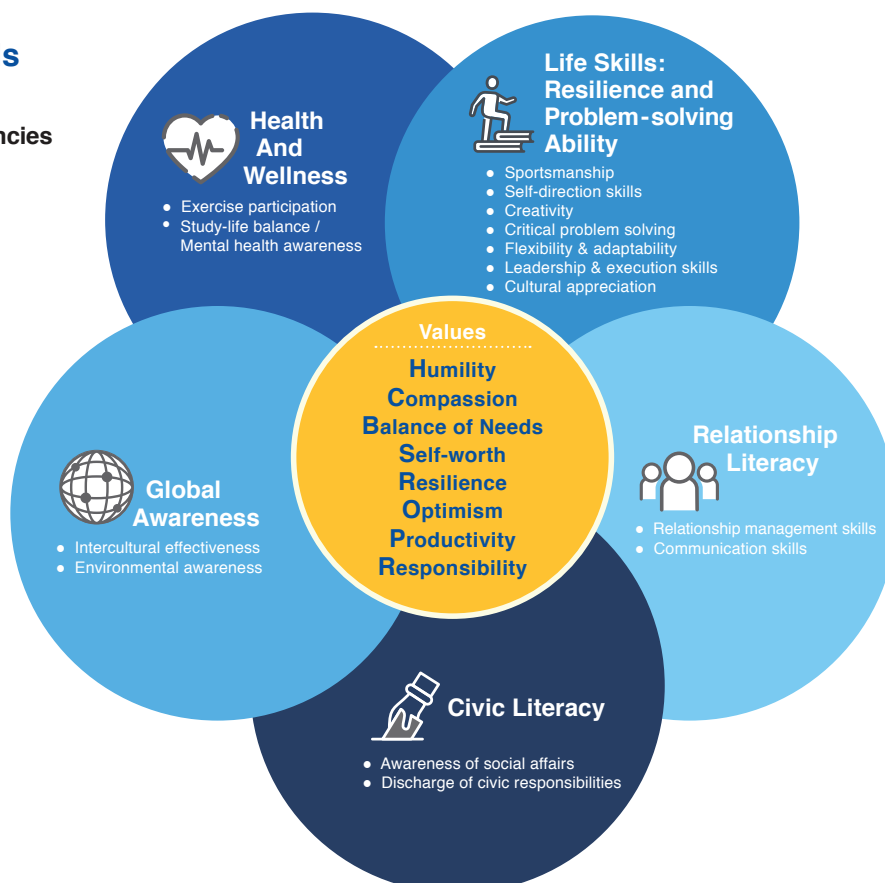
RELATIONSHIP WITH...	CORE COMPETENCIES	DESCRIPTION
themselves	1. Health and wellness 2. Life skills	Understand and take measures to maintain a healthy lifestyle, in psychological, social, and physical aspects; identify their own interests, aspirations and meaningful life goals Possess essential life qualities; self-manage and embrace life challenges
friends	3. Relationship literacy	Realise the importance of forming sustainable and healthy relationship with family, friend and community
communities	4. Civic literacy	Understand one’s civic rights and duties; have knowledge of the implications of social affairs; make informed civic decisions
the world	5. Global awareness	Be aware and understand issues through a global perspective; connect with the rest of the global networks in economic, cultural or political field; become a global citizen

b) Related Skills

 Core Competencies

 Skills

 Values



c) Values needed as a “Whole Person”

Ho (2013) suggested that ‘LIFE’ – a framework consists of the effort to accumulate positive mental capital, ultimately achieving the goal of enduring happiness. With reference Ho’s framework, this paper proposes two related values that are pertinent to whole person development.

COMPONENTS	DETAILS	RELATED VALUES
Love	The propensity to care for others and having a genuine concern for other’s wellbeing	<ul style="list-style-type: none"> ● Compassion ● Humility
Insights / Wisdom	The 1) sense of proportion or sense of balance, 2) a culture or living style that allows “efficient production of mental goods” and 3) the ability to distinguish means and ends	<ul style="list-style-type: none"> ● Balance of needs ● Self-worth
Fortitude	The ability to face adversity	<ul style="list-style-type: none"> ● Resilience ● Optimism
Engagement	The ability to put thoughts into actions	<ul style="list-style-type: none"> ● Responsibility ● Productivity

Expected Outcomes

Core competencies (including skills) and values are mutually reinforcing. On one hand, developing core competencies would help cultivating values; on the other hand, values underpin the core competencies acquired and lead students to utilise them positively. It is hoped that this paper can offer a basis for further discussion of whole person development in education and youth work.

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