

改變中的校本支援： 政策與實踐

香港教育大學助理教授及特殊學習需要及融合教育中心聯席總監司徒勝營博士

香港教育大學特殊學習需要及融合教育中心項目經理呂梓良先生

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前言

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- 在普通及特殊學校，學生的學習差異、困難與多樣性變得更加複雜。
- 學生需要不同程度的特殊學習支持及引導。

檢視從過去到現 支援特殊學習需 要的學生(特教生) 的政策發展

右邊展示過去22年本地融合教育政策發展與實踐的圖示。並在2019/2020學年所有普通學校將完成特教統籌老師(SENCO)常額化的政策。

Source: Szeto, E., Cheng, A. Y. N., & Sin, K. K. F. (2018, Online). Still not inclusive? A critical analysis of changing the SENCO policy in a Chinese school community, *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2018.1492642.

Year	Policy development of integrated education in Hong Kong
1997	A Pilot Project on Integrated Education (providing the pilot public schools with a resources teacher and extra funding)
1999	Full implementation of integrated education beginning from the 1999/2000 school year
2001	Operation Guide on Integrated Education (Chinese version available)
	The Code of Practice on Education for equal opportunities
2004	Introduction of the Index for Inclusion in public schools
2008	Implementation of the new 3-tier support model which was a funding model for public primary and secondary schools in support of SEN students
	Operation Guide on The Whole School Approach to Integrated Education and the three-tier support model
2012	Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System
2015	The Pilot Project on SENCOs in enrolled public schools (2015 – 2018) (LC Paper No. CB(2)1064/14-15(02))
2017	Latest Progress of Support Measures for Students with SEN and the Pilot Project on SENCOs (CB(4)1165/16-17(03))
	LCPoE: Priority Measures to Support Quality Education: a paper for discussion outlined details of regularising the SENCO.)
	Regularizing SENCO in all ordinary public schools starting in 2017/18 school year.

第一部分 在學校為特教生 提供支援時所遇 到的挑戰

右邊展示在學校就讀的學生存在不同程度的學習差異和困難。

Source: Szeto, E., Cheng, A. Y. N., & Sin, K. K. F. (2018, Online). Challenges of difference and difficulty: how do principals enact different leadership for diverse student population in a changing Chinese school context?, *International Journal of Leadership in Education*, DOI: 10.1080/13603124.2018.1518541.

Difference

Demographic background	<ul style="list-style-type: none">• Diverse cultural, social, and religious beliefs and different ways of living• Religious beliefs include Buddhism, Catholicism, Hinduism, Islam, local beliefs
Social background	<ul style="list-style-type: none">• NAS: Children enrolled in the schools are newly-arrived immigrants from different parts of mainland China.• NCS: Children enrolled in the schools are born in Hong Kong to parents of mixed Chinese and/or Southeast Asian backgrounds, e.g., Thailand, Philippines, India, Nepal, Pakistan, Indonesia, etc.• Local children: Children are born in Hong Kong to parents of permanent residents and/or citizens of Hong Kong.• SEN*: A small number of local or immigrant children enrolled in the schools are students with special education needs
Language	<ul style="list-style-type: none">• NAS: Putonghua is their first spoken language and simplified Chinese is their written language. They find it easier to adapt to the local context of Cantonese and traditional Chinese characters than the NCS.• NCS: Neither Chinese nor English is their first language. English can be their second language used for teaching in parallel to Cantonese, the verbal dialect and traditional Chinese for writing. They need to gradually adapt to Cantonese/Chinese as the medium of teaching and learning.• Local students: Cantonese and traditional Chinese characters are the main spoken and written Chinese language.• SEN: Local and/or immigrant students

Difficulty

Various types of impairment, disability, emotional needs and special learning difficulties	<ul style="list-style-type: none">• SEN students with various degrees of the disability who are placed in ordinary public schools• The students need special arrangement of the learning environment in the school. So, they can then attend ordinary classes with the non-SEN students.
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Note. NAS = newly-arrived students from the Mainland; NCS = non-Chinese speaking students; SEN = students with special education needs; SES = socio-economic status.

* There are nine types of special educational needs supported by ordinary public schools.

教師在普通學校 教授特教生學所 需要的專業發展 支援

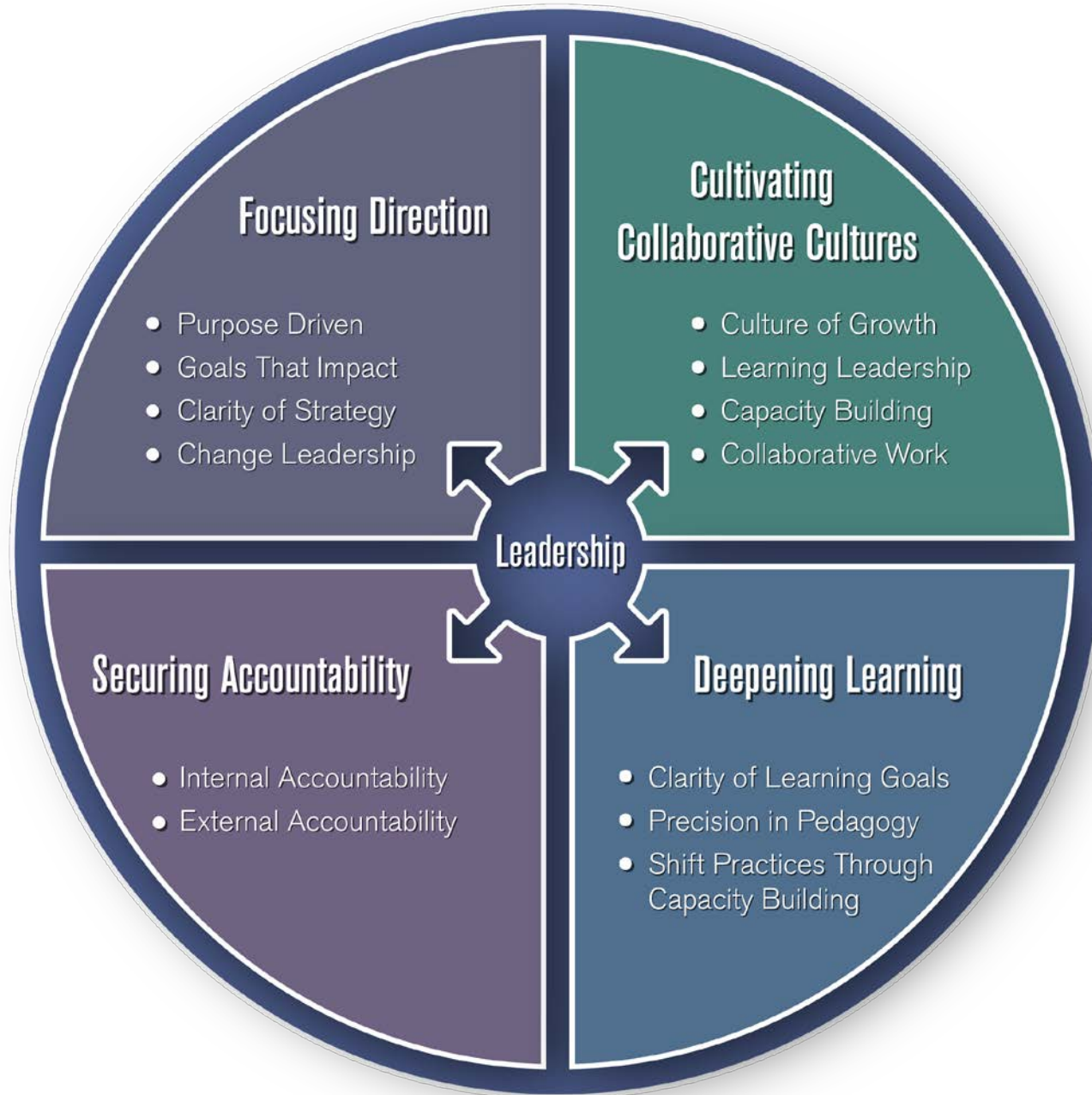
呂梓良先生
香港教育大學
特殊學習需要及融合教育中心
項目經理

	教師發展作為知識與技能發展 (knowledge & skills development)	教師發展作為自我理解 (self-understanding)	教師發展作為生態轉變 (ecological change)
焦點	<ul style="list-style-type: none"> • 裝備教師的知識與技能 (以改善學生的學習機會) • 技術取向 • 教師專業發展 (staff development) • 知識源自外來專家 • 強調由上而下的取向 	<ul style="list-style-type: none"> • 反思教師的個人與實用知識 • 人本取向 • 教師個人發展 (需經歷若干階段) 	<ul style="list-style-type: none"> • 改變教師的工作脈絡因素 (如時間、領導、資源) • 創設一個支持教師持續專業發展的教師文化和工作環境限制

轉載自李子建. (2004)引用 Hargreaves & Fullan, 1992)

李子建. (2004). 課程領導與教師專業發展: 知識管理的觀點. 香港: 香港教師中心.

Hargreaves, A., & Fullan, M. G. (1992). Introduction. In A. Hargreaves and M. G. Fullan (Eds.), *Understanding teacher development* (pp. 1-19). UK / New York: Cassell / Teachers College Press.



'New Pedagogies for Deep' (Fullan & Scott, 2014).

- Working in partnership with schools to change
 1. pedagogical practices
 2. learning partnerships
 3. learning environments (the redesign of learning within and external to schools)
 4. leveraging digital

Focusing particularly on global competencies -- 6Cs:

1. Character
2. Citizenship
3. Collaboration
4. Communication
5. Creativity
6. Critical thinking.

Fullan, M. & Scott, G. (2014). Education Plus: The world will be led by people you can count on, including you! (New Pedagogies for Deep Learning White Paper). Retrieved from New Pedagogies for Deep Learning website:
<http://www.newpedagogies.info/wpcontent/up>



賽馬會悅學計劃

「賽馬會悅學計劃」 2013-2016



悅學伙伴協作計劃 2016 - 現在

在特殊學校運用 資訊科技教學的 挑戰

趙洵老師

盧東暘老師

將軍澳培智學校

學校背景簡介

- 中度智障學校
- 4班小學，4班中學
- 全校約2/3學生有自閉症
- 學生學習能力差異大
- 持續發展和推動資訊科技教學，在優化課程時亦加入資訊科技教學策略，以照顧學生學習多樣性。

- The video will be inserted in this slide.

校內現時使用資訊科技進行課堂的情況

電子白板

- 主要用Smart Notebook 設計課堂教學軟件



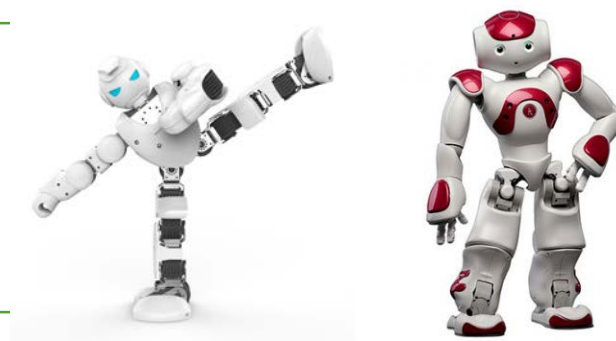
電子書

- Rainbow Star
- 可透過軟件自行設計/下載書本作修改和調適



機械人

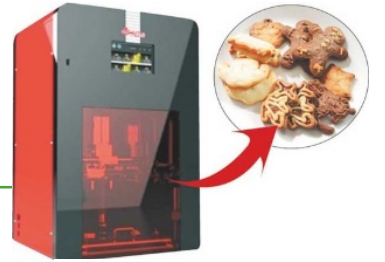
- Alpha 1 Pro, NAO
- 數學科及體育科使用



校內現時使用資訊科技進行課堂的情況

食物打印機/3D打印機

- 讓學生發揮創意，運用電腦/平版電腦預先揀選或設計喜愛的圖案
- 透過打印機把食材/複製品打印出來



iPad

- 透過不同的教育APPS，讓學生進行自學/訓練



PowerPoint

資訊科技教學對特教生的益處

多元化學習

多重感官刺激

提升學習動機

提升專注力

可作反覆練習

提升自學能力

增加創意力

模擬實景

老師所面對的困難

是否適合學生的能力

是否適合課堂的學習內容

同工們對資訊科技應用掌握的程度

設計教學軟件需時

同工們的工作量

反思

教師的本業是甚麼?

資料科技必能輔助和提升學生的學習效能?

教學效益?

跨專業合作的需要?

- 例：老師+程式設計員

總結

探討問題

我們如何進一步優化支援特教生學習的政策和在學校更有效推動融合教育？

總結

探討問題

我們如何進一步優化支援特教生學習的政策和在學校更有效推動融合教育？

- 由全校模式的融合達至教育體制的全納模式
- 普通、特殊學制一體化
- 加強學校領導、教師專業發展及培訓
- 增加學校各項的資源
- 加強各校合作支援不同學生的學習需要

多謝各位
分享