



賽馬會「校本多元」計劃

Jockey Club "Diversity at Schools" Project

校本多元管理與參與：開拓理論和實踐相結合的創新模式

Managing and Engaging Diversity in Schools: Developing an Innovative Model for Connecting Theory and Practice

Project Lead & School Principal

Principal Franky POON

Full Professor & Tier 1 Canada Research Chair,

Simon Fraser University, Canada

Prof. Angel LIN

Learning and Teaching Expo 2019

合辦機構



Faculty of Education
The University of Hong Kong



QSIP

優質學校改進計劃
Quality School Improvement Project



協辦機構



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
同心齊力 齊心齊力 RIDING HIGH TOGETHER

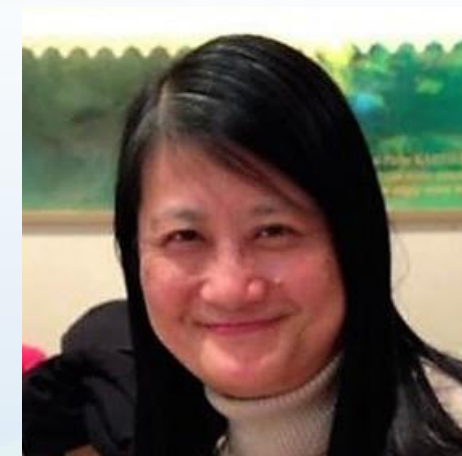


Mr. Franky POON

Principal, Hong Kong Red Swastika Society Tai Po Secondary School
Project Lead, Jockey Club "Diversity at Schools" Project

Prof. Angel LIN

Full Professor & Tier 1 Canada Research Chair in Plurilingual and Intercultural
Education, Simon Fraser University, Canada



Our original title:

Managing and Engaging Diversity in Schools:
Developing an Innovative Model for
Connecting Theory and Practice

Our new working title:

Management *for* diversity:
Building successful management infrastructure for
engaging students with diverse needs and talents

What's happening in our classroom?



Students



Behavioural problems

Not catching up

Incapable

A slow learner

Low motivation

Bad learning attitudes

Do these complaints look familiar?



Not catching up

A slow learner

Behavioural
problems

Incapable

Low motivation

Bad learning
attitudes

DEFICIT





Are these only the students' problems?



What's happening in our classroom?



Teachers



Poor classroom management

Boring teaching activities

Not knowing the students

Poor pedagogy

Uninspiring





Uninspiring

Poor classroom
management

Boring teaching
activities

Not knowing the
students

Poor pedagogy



You need more
training.





Should **intervention** focus only
on teachers and students?



A story about a teacher **in tears?**



Educational
ecology

Our present focus on
school improvement

School management
infrastructure

Individual
agents

(e.g. teachers & students)



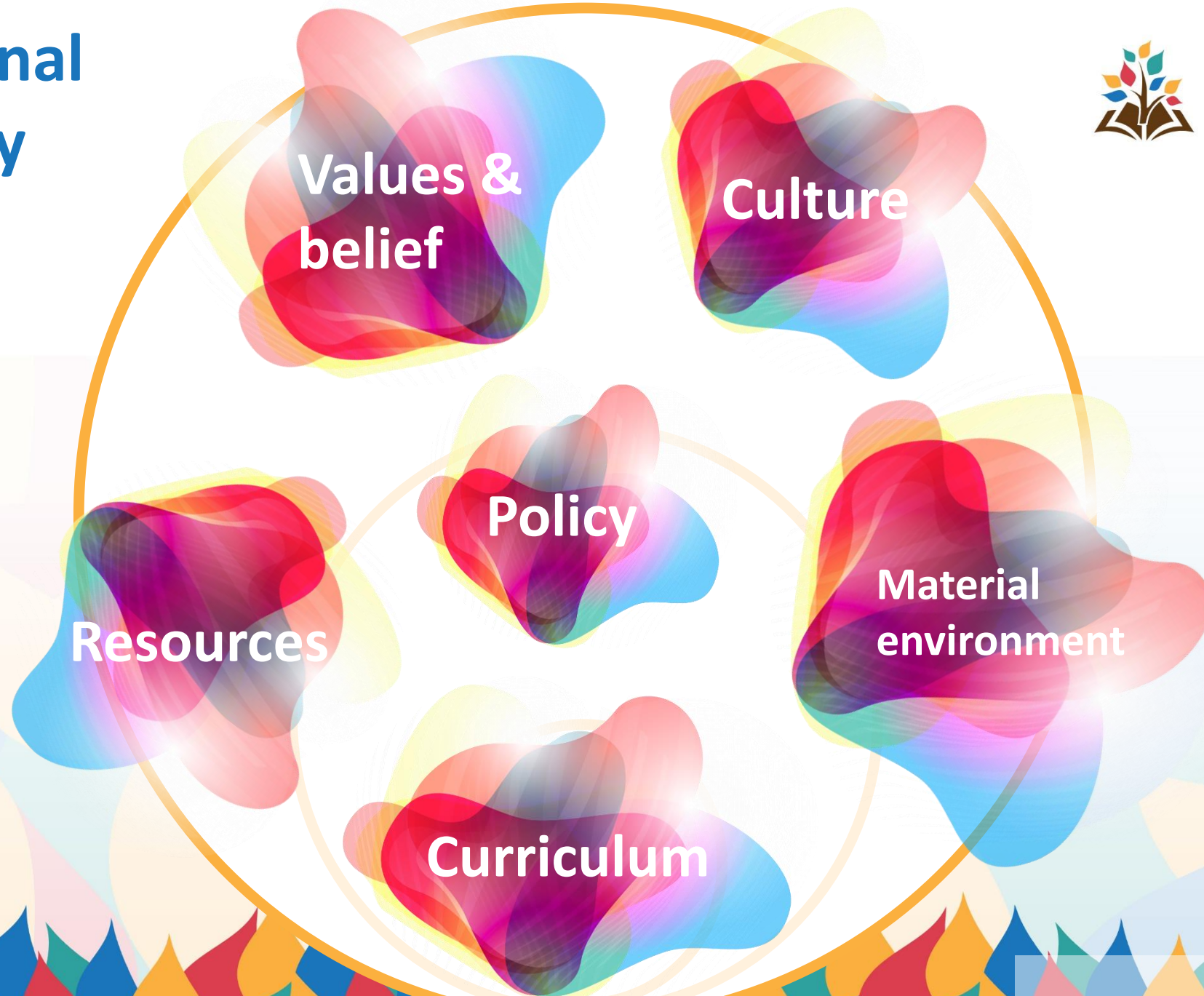
What needs to be changed?

**The students, the teachers,
or the whole educational ecology?**

Educational ecology



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How can we engineer
the **transformation** of the ecology in a
gradual, manageable and sustainable way?
Where to start?



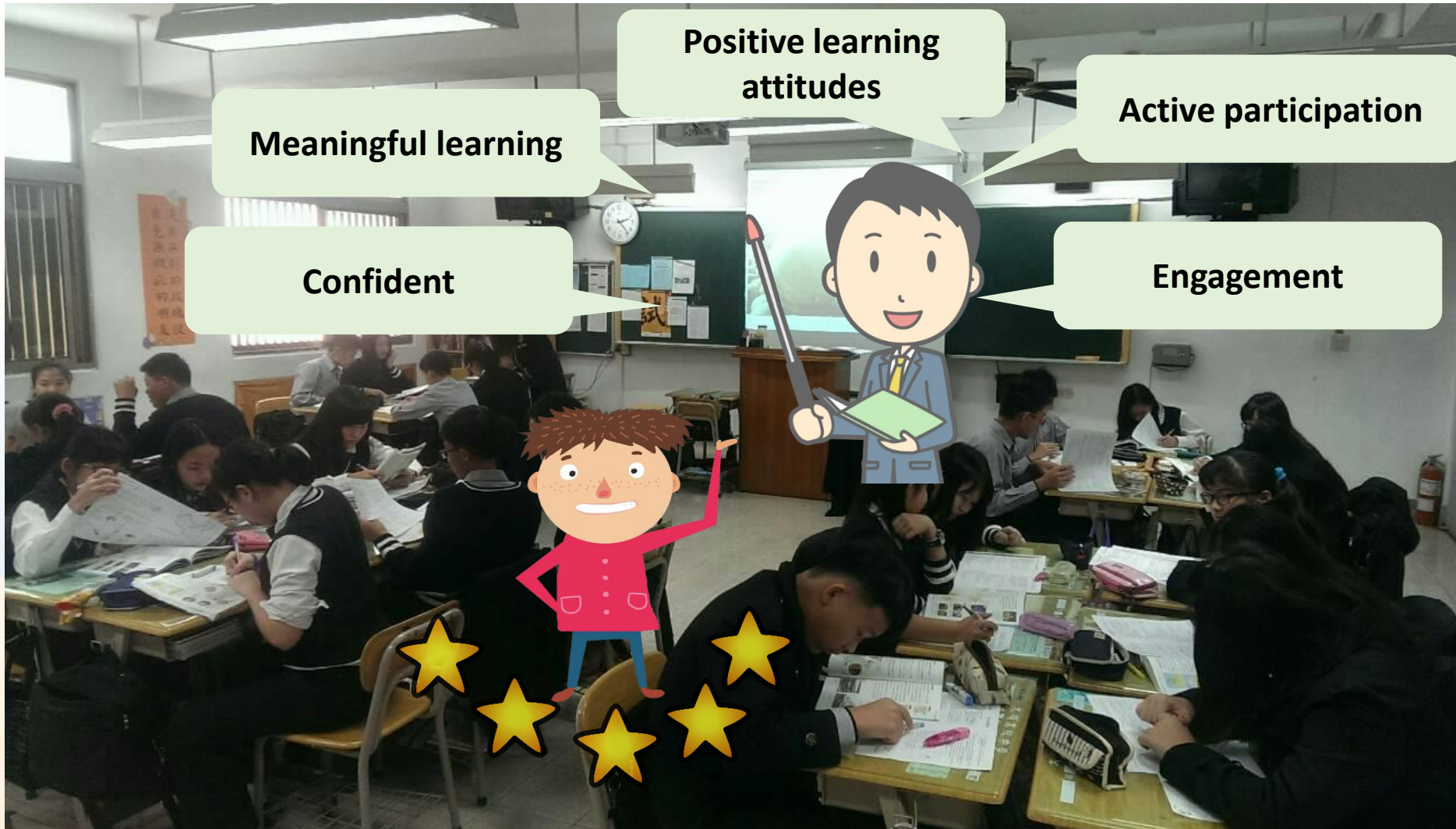
Is there a way to flip the model and initiate more fundamental and sustainable changes in our school practices in face of increasing student diversity?



What could school management do to build success in learning and teaching?



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Traditionally, efforts have largely focused on how to nurture individual teachers' capabilities to cater for learner diversity, usually through decontextualized training workshops given to teachers.

Flipping the "individual deficit model"
to an "**asset-based model**"
by building
the **collective capacity of School Management Team.**



“Management *for* Diversity.”

In short form

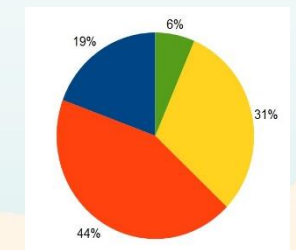
“Diversity Management” (DM)



Insights from a successfully run tuck shop



Do you know your students?



Insights from a successfully run tuck shop



Do you give them choices?



Insights from a successfully run tuck shop



Do you provide support?



Insights from the “Tuck Shop” Analogy



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Jockey Club "Diversity at Schools" Project



Know the students

Allow choices

Provide support



Diversity Management



「展析多元」
Profiling Diversity



「拓展選擇」
Maximizing Choices



「推進協作」
Facilitating
Collaboration



Management *for* diversity: The infrastructure

Student **data** profiling

Classroom practices (Differentiated Instruction) **inventory**

Classroom Learning Assistant (CLA)
training and development



The three initiatives under **Jockey Club “Diversity at Schools” Project** can be understood as attempts to enhance the **infrastructure to engage diversity from school management.**

This is an attempt to flip the traditional model which focuses on "student deficits", "teacher deficits" or "school leadership deficit", in short, "an individual deficit" model.



Management *for* Diversity

A teacher, after being **empowered** by the **infrastructure**, uses the student data profile **effectively** to inform pedagogical decisions and collaborate with Classroom Learning Assistants (CLAs) as an additional support **efficiently**.



Data Management System

「展析多元」
Profiling Diversity



Why is using data at schools
so challenging?

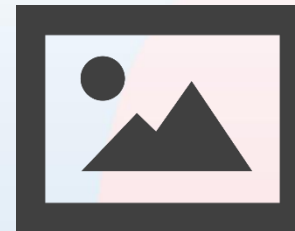
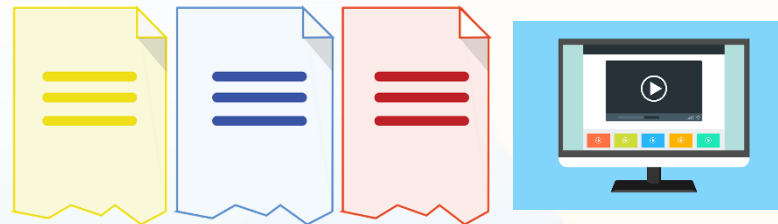


Structured data

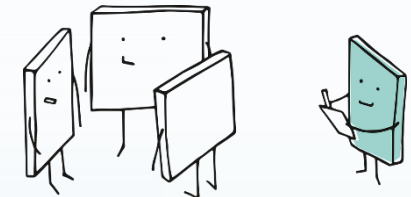
A	B	C	D	E	F	G
	TITLE	AUTHOR	GENDER	STARTED	FINISHED	PAGES
1	Impossible Knife of	Laurie R. King	F	1/21/2013	1/20/2014	372
2	Memory	Anderson	F	1/20/2014	1/20/2014	82
3	By Blood We Live	Glen Duncan	M	1/20/2014	1/20/2014	368
4	A Possible Life	Sebastian Faulstich	M	1/20/2014	1/20/2014	80
5	The Crane Wife	Patrick Ness	M	1/20/2014	1/20/2014	310
6	Home	Tom Morrison	F	1/20/2014	1/20/2014	147
7	My Life In	Rebecca Mead	F	1/20/2014	1/20/2014	304
8	Middlemarch	Charles Eliot	F	1/20/2014	1/20/2014	345
9	Salt Sugar Fat	Michael Moss	M	1/20/2014	1/20/2014	446
10	A Clockwork Orange	Anthony Burgess	F	1/20/2014	1/20/2014	325
11	How To Tell Toledo	From The Night				
12	Sky	Lydia Netzer	F	1/20/2014	1/20/2014	352
13	The Confidence	Kathy Kelly	Clare			
14	Code	Shirley				
15	Lesson	Max Barry	M	2/10/2014	2/10/2014	
16	The Good Lord	James McBride	M	2/10/2014	2/10/2014	
17	Lean In	Sheryl Sandberg	F	2/13/2014	2/13/2014	
18	Bank	Laura Moore	F	2/13/2014	2/13/2014	
19	Boy Snow Bird	Helen Oyler	F	2/13/2014	2/13/2014	



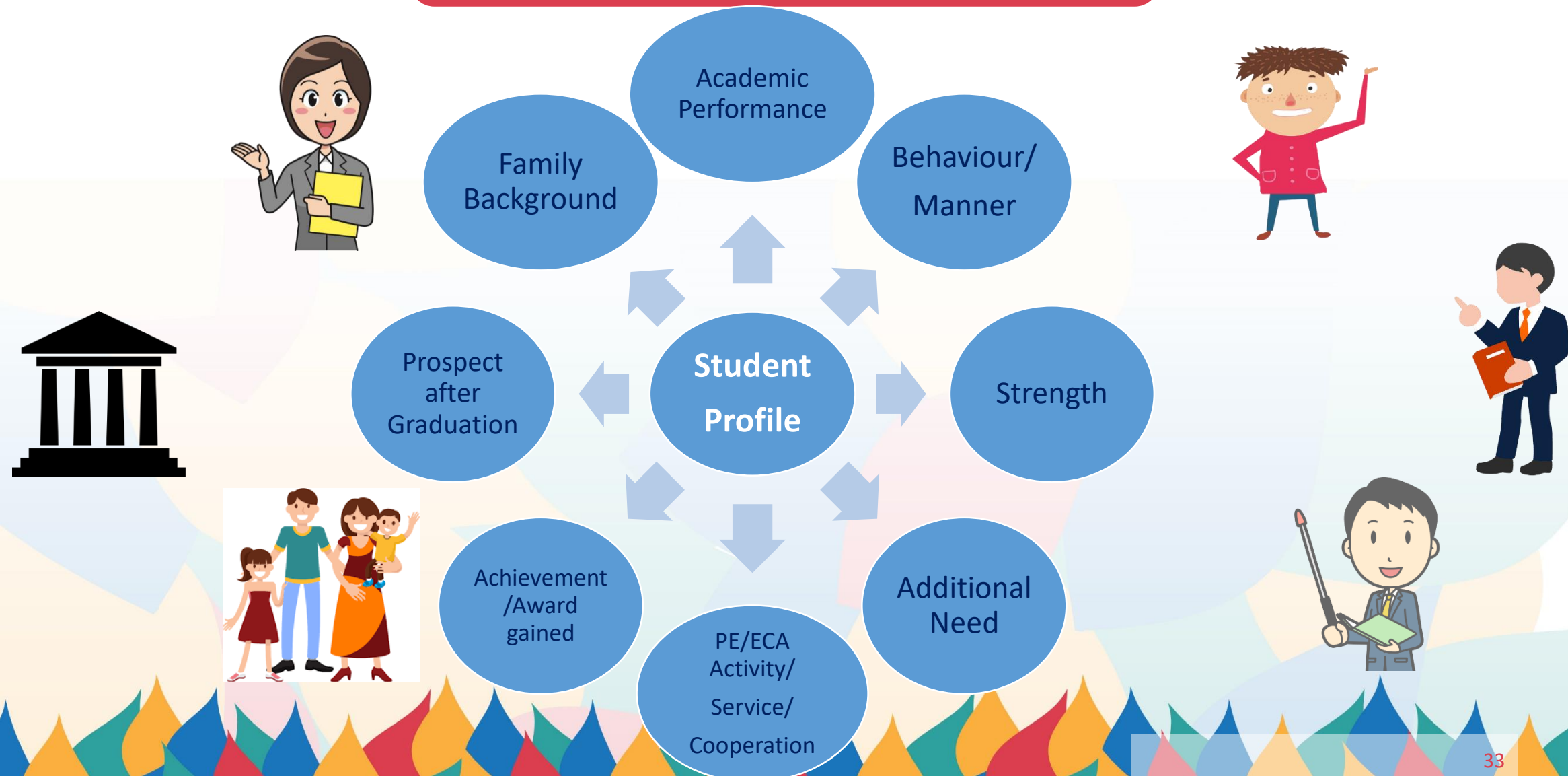
Unstructured data



"Others"



Different sources of data





Is there any way that we can

systematically,
holistically,
effortlessly,

integrate, visualize and analyse data?



- Form Performance
- Class Performance
- Student Performance
- Student Year Trend
- Mark Sheet
- ECA Statistic
- Timetable
- Student Comparison
- Subject Performance

* Hold CTRL button and click on the link above to go to the page



Student Data Management Platform -- Version Evolution



Sprint 4 : Release 1.0



Sprint 3 : Pre-Release



Sprint 2 : Beta Version



Sprint 1 : Alpha Version



科目	分數	級別	科目	分數	級別
中國語文	56.00	B	英語科	32.00	B
中國語文	41.00	B	英語科	33.00	B
中國語文	23.00	B	英語科	32.00	B
中國語文	8.00	B	英語科	43.00	B
中國語文	6.00	B	英語科	16.00	B



- Form Performance
- Class Performance
- Student Performance
- Student Year Trend
- 班際大分紙



- Form Performance
- Class Performance
- Student Performance
- Student Year Trend
- 班際大分紙
- ECA Statistic
- 時間表



- Form Performance
- Class Performance
- Student Performance
- Student Year Trend
- Mark Sheet
- ECA Statistic
- Timetable
- Student Comparison
- Subject Performance

Fact Sheet for DM Platform

A core IT project school

20 Years

Data in SAMS

3223

Student Profiles

7

Data sets used in
DM Platform

81K

Records per Year

1.66 Million

Records in Total

7 minutes

Load all records from
SAMS database to DM Platform



How can the data platform help us...

- to formulate school plans?
- to add value to existing implementation?
- to set future direction?
- to evaluate current practice?
- to discover new insights?

What can be achieved if we know our students better?

Case 1: Knowing the strengths and weaknesses of students at a glance

- 從DM Dashboard – Student Performance 頁面中, 找出1B班陳同學的記錄

DM Dashboard – Student Performance

學年: 2018 級別(單選): S1 S2 S3 學期(多選): T1A1 T2A1 T3A1 班別(單選): E1A E1B E1C E1D

● 平均分 ● 班平均分

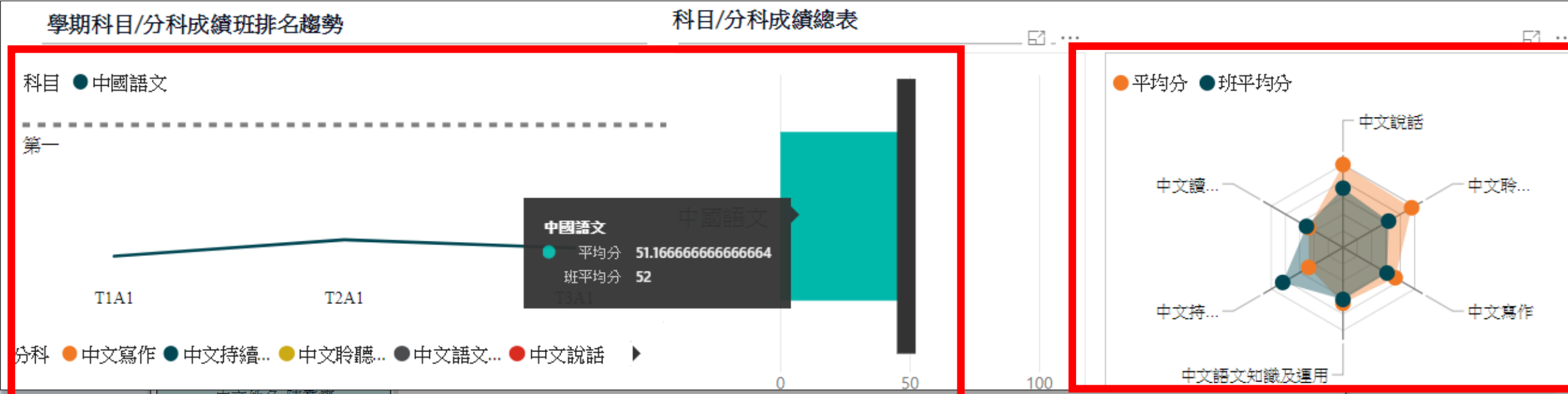
Subject	Score (Approx.)
家政	85
校本發展科目	75
視覺藝術	75
科學(中一至中三)	75
地理	65
通識教育科	55
音樂	75
操行	75
普通電腦科	75
歷史	75
數學	75

Activity	Date	Description
足訓練	04-Mar-2019	負責處理午膳工作, 表現盡責
另類買賣講座	08-Mar-2019	在統計期中並無缺席、遲到、早退
忽然性騷擾講座	14-May-2019	普通話堂表現大有進步, 成為全班好榜樣, 值得嘉許

已選科目: 所有

Navigation: Form Performance | Class Performance | Student Performance | Student Year Trend | Mark Sheet | ECA Statistic | Timetable | Student Comparison | Subject Performance

Case 1: Tracking of a student performance in a single subject



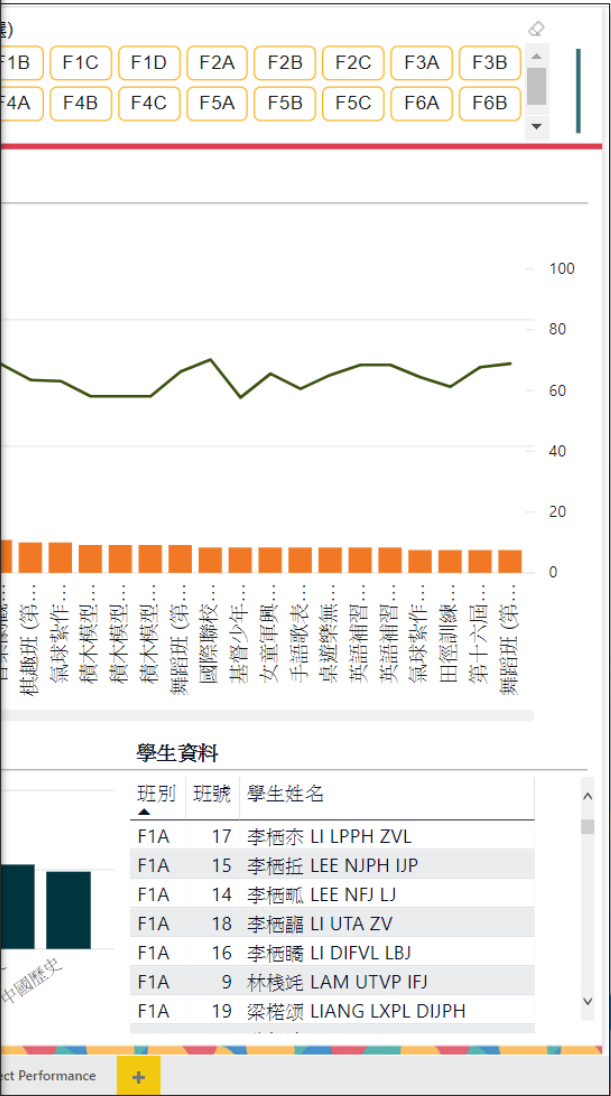
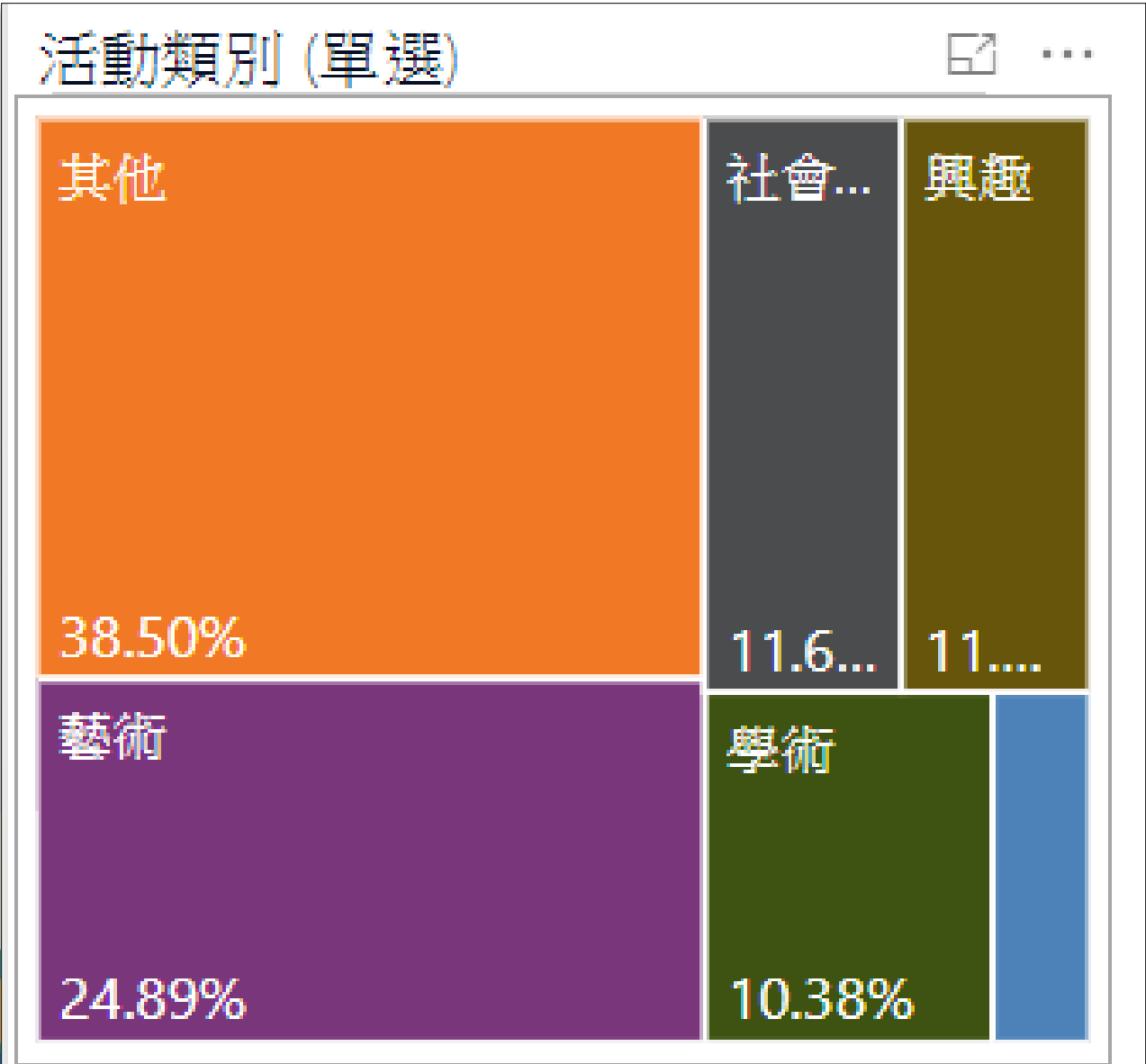
英文姓名: CHAN DIVP UJP
性別: M
註冊編號: XX292113
BMI: 21.58 (Obesity)

科目: 中國歷史, 校本發展科目, 中國語文, 歷史, 地理, 科學(中一至中...), 家政, 英國語文, 操行, 哲學藝術
已選科目: 中國語文

T1A1		T2A1		T3A1	
課外活動		獎勵記錄		懲罰記錄	
活動名稱	Post	日期	項目	日期	項目
<低谷行>生命教育劇		08-Nov-2018	協助處理留校午膳工作, 表現盡責		
中一二級童軍遠足訓練		16-Nov-2018	在統計期中並無缺席, 遲到, 早退		
另類買賣講座		01-Mar-2019	協助處理英文科事務, 表現盡責		
忽然性騷擾講座		04-Mar-2019	負責處理午膳工作, 表現盡責		
種子班		08-Mar-2019	在統計期中並無缺席, 遲到, 早退		
		14-May-2019	普通話堂表現大有進步, 成為全班好榜樣, 值得嘉許		

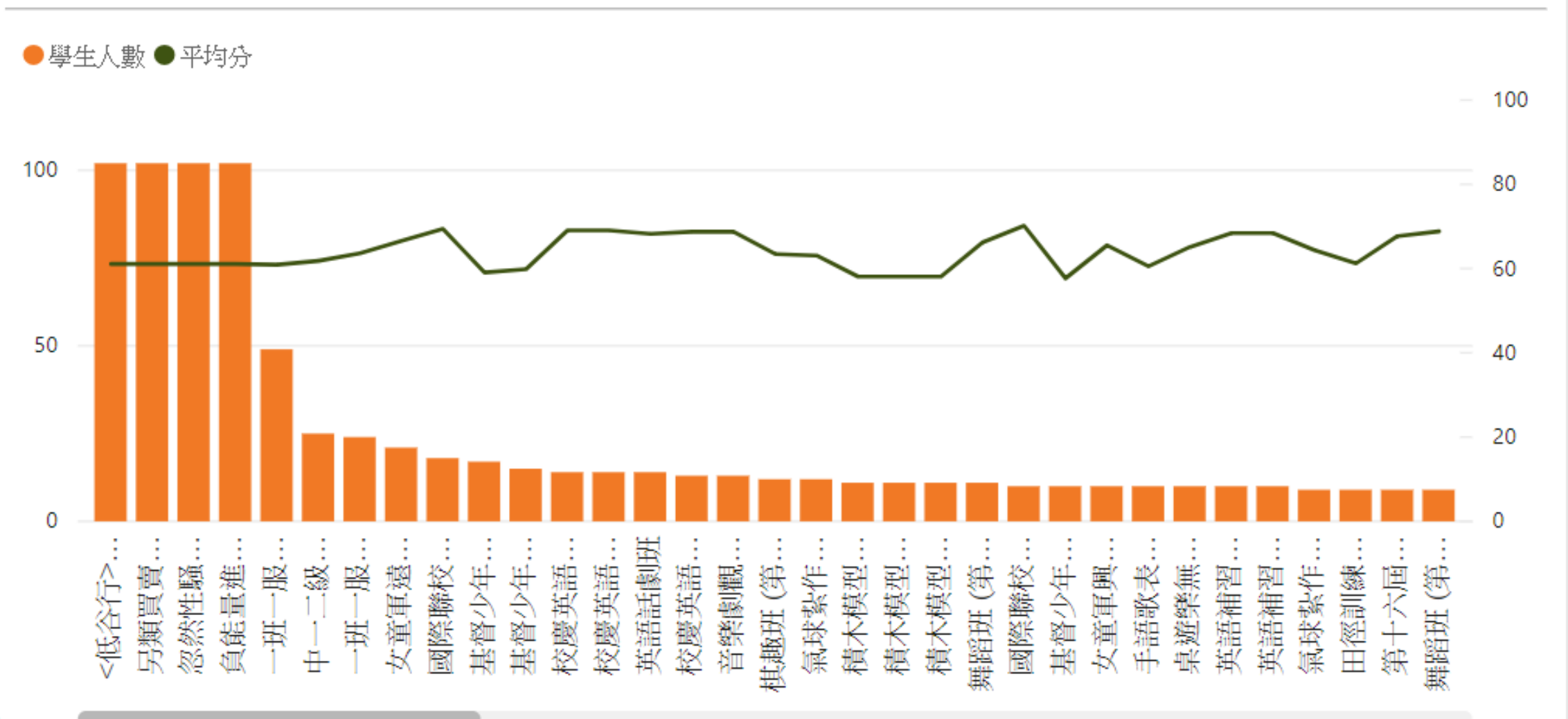
C+

Case 2: The principal can know the types of ECAs provided in a particular form at a glance



Case 3: ECAs and Academic Performance

課外活動/平均分比較



Case 4: Deciding who needs extra support the most



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學年: 2018
級別: S3
班級: *

級別 (多選)

S1

S2

S3

S4

S5

S6

已選學生:
F3A(19)-阮零呱-F, F3A(7)-莫葳宣-F, F3B(1)-徐林訂-F

Student Comparison

重置選項 / RESET FILTERS

學年 (單選) ▼
2018 ▼

學生姓名 (多選)

徐林訂 CHUI IBV ZJPH (... X

莫葳宣 MOK TIV UJPH (... X

阮零呱 YUEN NFJ LJ (XX... X

科目

英國語文

中國語文

音樂

普通話

科學(中一至中...

普通電腦科

通識教育科

操行

已選科目: 所有

級排名對比

科目成績對比

操行對比

學生姓名	操行
阮零呱	C-
莫葳宣	D+
徐林訂	D

缺席率對比

獎懲對比

課外活動

學生	活動名稱	Post
阮零呱	<低谷行>生命教育劇	
阮零呱	另類買賣講座	
阮零呱	學生領袖培訓日營	
阮零呱	學界女子初級組手球賽	
阮零呱	勿然性騷擾講座	

獎勵懲罰記錄

學生	獎懲	項目	日期
阮零呱	獎勵	代表學校參加學界女子初級學界手球賽, 表現良好	09-May-2019
阮零呱	獎勵	任第11屆卍慈禁毒盃五人足球賽工作人員, 表現稱職	12-Mar-2019
阮零呱	獎勵	任第11屆卍慈禁毒盃五人足球賽籌備委員會幹事, 表現稱職	12-Mar-2019
阮零呱	獎勵	參加2018-2019北區中學女子足球賽	11-Jun-2019

重置選項 / RESET FILTERS

學年 (單選)

2018

學生姓名 (多選)

徐惲訂 CHUI IBV ZJPH (... X

莫蕙宣 MOK TIV UJPH (... X

阮零呱 YUEN NFJ LJ (XX... X

操行對比

學生姓名 操行

阮零呱 C-

莫蕙宣 D+

徐惲訂 D

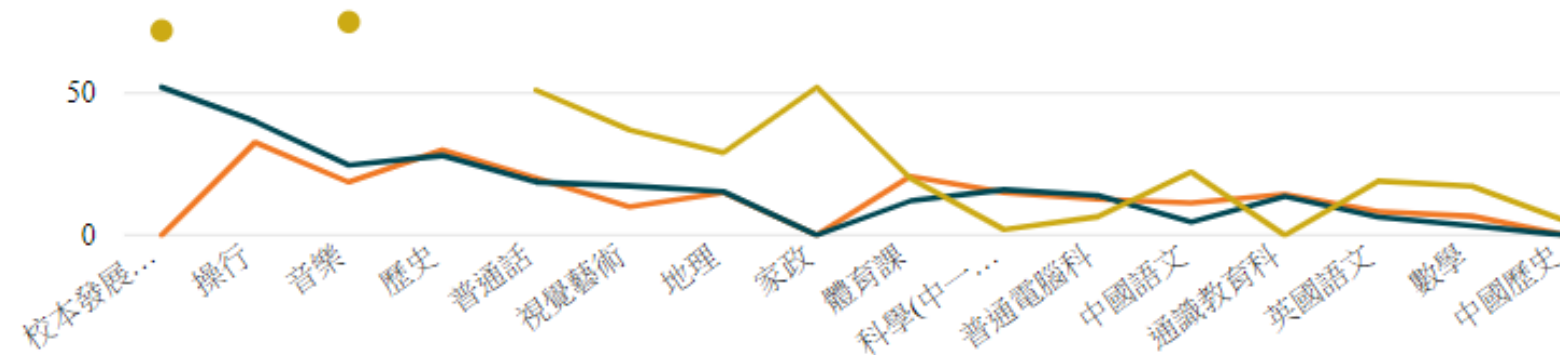


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科目成績對比

學生 ● 徐惲訂 ● 莫蕙宣 ● 阮零呱



阮零呱



● 懲罰

● 獎勵

莫蕙宣

徐惲訂

學生	活動名稱	Post
徐焯矜	<低谷行>生命教育劇	
徐焯矜	另類買賣講座	
徐焯矜	忽然性騷擾講座	
徐焯矜	攝影班 (第三期)	
徐焯矜	舞蹈班 (第一期)	
徐焯矜	負能量進修課互動劇場	
莫蕙宣	<低谷行>生命教育劇	
莫蕙宣	一班一服務 - 社區探訪	
莫蕙宣	創意藝術班 (第一期)	
莫蕙宣	創意藝術班 (第二期)	
莫蕙宣	另類買賣講座	
莫蕙宣	忽然性騷擾講座	
莫蕙宣	攝影班 (第三期)	
莫蕙宣	負能量進修課互動劇場	
阮零呱	<低谷行>生命教育劇	
阮零呱	另類買賣講座	
阮零呱	學生領袖培訓日營	
阮零呱	學界女子初級組手球賽	
阮零呱	忽然性騷擾講座	
阮零呱	情緒管理小組 (第二期)	
阮零呱	攝影班 (第三期)	
阮零呱	特色咖啡製作班 (第一期)	
阮零呱	第七十屆中文及普通話朗誦比賽	
阮零呱	第三十屆閱讀嘉年華	
阮零呱	負能量進修課互動劇場	

ECA

ANP

學生	獎懲	項目	日期
徐焯矜	懲罰	遲到四次而沒有合理解釋	23-Oct-2018
徐焯矜	懲罰	遲到四次而沒有合理解釋	13-Nov-2018
徐焯矜	懲罰	遲到四次而沒有合理解釋	16-Nov-2018
徐焯矜	懲罰	遲到四次而沒有合理解釋	11-Dec-2018
徐焯矜	懲罰	遲到四次而沒有合理解釋	11-Apr-2019
徐焯矜	懲罰	遲到四次而沒有合理解釋	25-Apr-2019
徐焯矜	懲罰	遲到四次而沒有合理解釋	22-May-2019
徐焯矜	懲罰	遲到四次而沒有合理解釋	18-Jun-2019
莫蕙宣	懲罰	遲到四次而沒有合理解釋	11-Oct-2018
阮零呱	獎勵	代表學校參加學界女子初級學界手球賽，表現良好	09-May-2019
阮零呱	獎勵	任第11屆卍慈禁毒盃五人足球賽工作人員，表現稱職	12-Mar-2019
阮零呱	獎勵	任第11屆卍慈禁毒盃五人足球賽籌備委員會幹事，表現稱職	12-Mar-2019
阮零呱	獎勵	參加2018-2019北區中學女子足球聯賽，獲得優異獎	11-Jun-2019
阮零呱	獎勵	擔任圖書館領袖生，表現尚可	28-Feb-2019
阮零呱	獎勵	擔任圖書館領袖生，表現良好	20-May-2019
阮零呱	獎勵	擔任領袖生，表現出色	30-Oct-2018



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阮零呱	獎勵	於2018-2019年度全港校際女子足球賽中，表現優異	12-Mar-2019
阮零呱	獎勵	於2018-2019年度北區女子足球聯賽四人賽中，獲得碟賽殿軍	12-Mar-2019
阮零呱	獎勵	於2018-2019年度卍慈盃五人足球邀請賽中，獲得盃賽季軍	12-Mar-2019
阮零呱	獎勵	於2018-2019年賽馬會全港五人足球賽(學校組)中，獲得九龍西站U17女子組季軍	12-Mar-2019
阮零呱	獎勵	最佳遊戲設計比賽季軍及最具吸引力攤位獎冠軍	10-Dec-2018
阮零呱	獎勵	籌辦第一季班際及社際比賽，表現優異	08-Nov-2018
阮零呱	獎勵	自學表現良好(次數達六次或以上)	12-Jun-2019
阮零呱	懲罰	遲到四次而沒有合理解釋	09-Jan-2019
阮零呱	懲罰	遲到四次而沒有合理解釋	12-Feb-2019
阮零呱	懲罰	遲到四次而沒有合理解釋	06-Mar-2019
阮零呱	懲罰	遲到四次而沒有合理解釋	04-Jun-2019

Many other possibilities...



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級別 (單選)

S1

S2

S3

S4

S5

S6

Student Year Trend

重置選項 / RESET FILTERS

學生所屬學年 (單選)

2018

學生姓名 (單選)

莫藏宜 MOK TIV UJP...

中文姓名: 莫藏宜
英文姓名: MOK TIV UJPH
性別: F
註冊編號: XX272117
BMI: 20.28 (Normal)

科目 (多選)

中國歷史

校本發展科目

中國語文

歷史

地理

科學(中一至...)

家政

英國語文

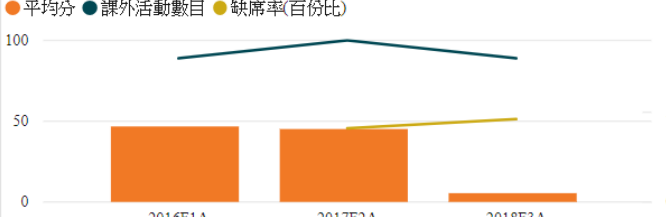
操行

視覺藝術

已選科目: 所有

各學年科目平均分與活動比較

● 平均分 ● 課外活動數目 ● 缺席率(百分比)

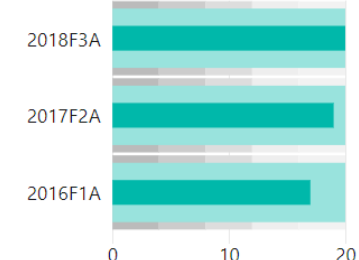


各學年科目級排名趨勢

科目 ● 中國歷史 ● 中國語文 ● 地理 ● 家政 ● 操行 ● 數學 ● 普通話 ● 普通電腦科 ● 校本發展... ● 歷史 ● 科學(中... ● 英國語文



各學年全班名次

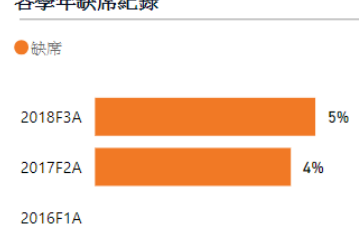


各學年全級名次



各學年缺席紀錄

● 缺席



課外活動

學年	活動名稱	職務
2018	<低谷行>生命教育劇	
2018	一班一服務 - 社區探訪	
2018	創意藝術班 (第一期)	

獎勵記錄

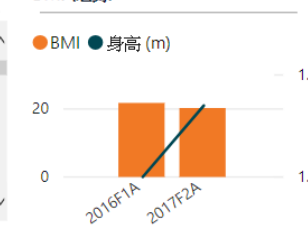
學年	項目	日期
2017	擔任圖書館管理員工作, 表現良好	30-Oct-2017
2017	擔任圖書館管理員工作, 表現良好	28-Feb-2018
2017	參加第廿九屆閱讀嘉年	25-Nov-2017

懲罰記錄

學年	項目	日期
2018	遲到四次而沒有合理解釋	11-Oct-2018
2017	遲到四次而沒有合理解釋	31-Oct-2017
2017	遲到四次而沒有合理解釋	02-Nov-2017

BMI 紀錄

● BMI ● 身高 (m)





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Form Performance

Class Performance

Student Performance

Student Year Trend

Mark Sheet

ECA Statistic

Timetable

Student Comparison

Subject Performance

Differentiated Instruction

(Tomlinson, 2005)



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Readiness level

Interest

Learning profile

Learning Environment

Content

Process

Product

Maximizing learning potential and outcomes



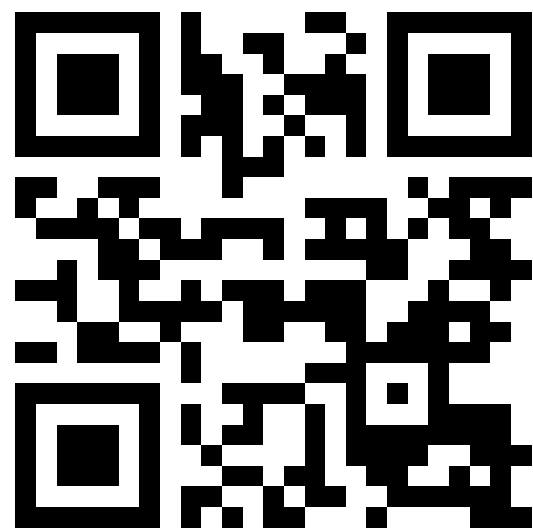
Students learn best when learning environment, content, process and product can be differentiated appropriately.

(Santangelo & Tomlinson, 2012; Tomlinson, 2005)



Carol Ann Tomlinson in Hong Kong

21-22 Feb 2020



Differentiated Instruction

[https://chaptersinternational.com/mailer/carol ann tomlinson DI 6.php](https://chaptersinternational.com/mailer/carol%20ann%20tomlinson%20DI%206.php)

Building a framework of Inventory for Differentiated Instruction

Strategy	Principle / Elaboration	Example
A1 Chances for all student participation	Teachers create opportunities to allow all students to participate in classroom activities. For example, teachers would use elicitation techniques skilfully to invite the participation of less able students and to limit the 'over-participation' of more able students in class. Teachers would also arrange learning activities in the way that assign different roles to students of different abilities to increase their participation in class.	<ul style="list-style-type: none">● Secondary 3 Chinese (Argumentation)● Secondary 1 Chinese (Biography of Yue Fei)



Strategy	Principle / Elaboration	Example
B7 Various forms to display content	Teachers can adopt various forms (e.g. photos, graphs, outlines, mind maps) to display teaching content to enable those students who are less responsive to written descriptions in textbooks to absorb the content more easily.	<ul style="list-style-type: none">• Secondary 2 Maths (Polygons) Secondary 4 Liberal Studies (Sub-divided flats in Hong Kong)
B8 Use of examples to illustrate content	Teachers can use examples that reflect students' interests or experiences when presenting teaching content to enhance students' motivation and attention.	



Strategy	Principle / Elaboration	Example
C1 Diversified instructional methods	Depending on the complexity and nature of learning content, teachers may employ diversified instructional methods such as elicitation, explanation, group discussions, games and independent learning tasks to engage learners of different abilities and meet their needs. For example, games can be used to motivate less able students and to encourage them to practise the knowledge learnt in a relaxing manner. Group discussions enable less able students to seek academic support from the more able ones, thus increasing their learning readiness and engagement.	<ul style="list-style-type: none">● Secondary 3 Chinese (Argumentation)● Secondary 3 Putonghua (Traditional culture)



Case 1: Different roles in group work



“Challenge yourself” & “Academic coupons”

B1 Diversified learning goals

C7 Tiered learning tasks
(challenge & normal tasks)

T-CLA: “One teach, one support”
CLA managed the “challenge station”, distributed the answers and academic coupons while the teacher gave support around the classroom

Case 2: Team teaching

“Group competition”



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A1 Chances for all student participation

A2 Relaxed and cheerful learning atmosphere

A3 Classroom settings and equipment

C4 Ability grouping

C7 Tiered learning tasks

T-CLA: “Team teaching”

Both T and CLA used the same activity (writing competition) and instruction with all the students.

Case 3: Different tasks, same classroom



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“Mobile phones at school”



- B1** Diversified learning goals (Group C: read and match letter parts vs Group B: write a letter)
- B2** Informed choice of content
- C4** Ability grouping (Teacher designed different learning tasks according to different goals and had students doing different tasks according to their ability)



A key goal of differentiated instruction is **maximizing** the learning potential and outcomes of each student.

(Santangelo & Tomlinson, 2012; Tomlinson, 2005)





Why is it so important to develop the terminology?

Collaboration between teachers and Classroom Learning Assistants (CLAs)



「推進協作」
Facilitating
Collaboration



What can be achieved if we have a CLA
in the classroom?

Case 1: Team teaching

“Vocabulary”



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A1 Chances for all student participation

A3 Classroom settings and equipment

B7 Various forms to display content

C2 Multi-sensory pedagogical designs

C4 Ability grouping

T-CLA: “Team teaching”

Both T and CLA used the same activity and instruction with all the students.

Management *for* diversity: The infrastructure

Know the **students**

Allow **choices**

Provide **support**

「展析多元」
Profiling Diversity

「拓展選擇」
Maximizing Choices

「推進協作」
Facilitating
Collaboration

Creating a new **ecology** starts with the **infrastructure**



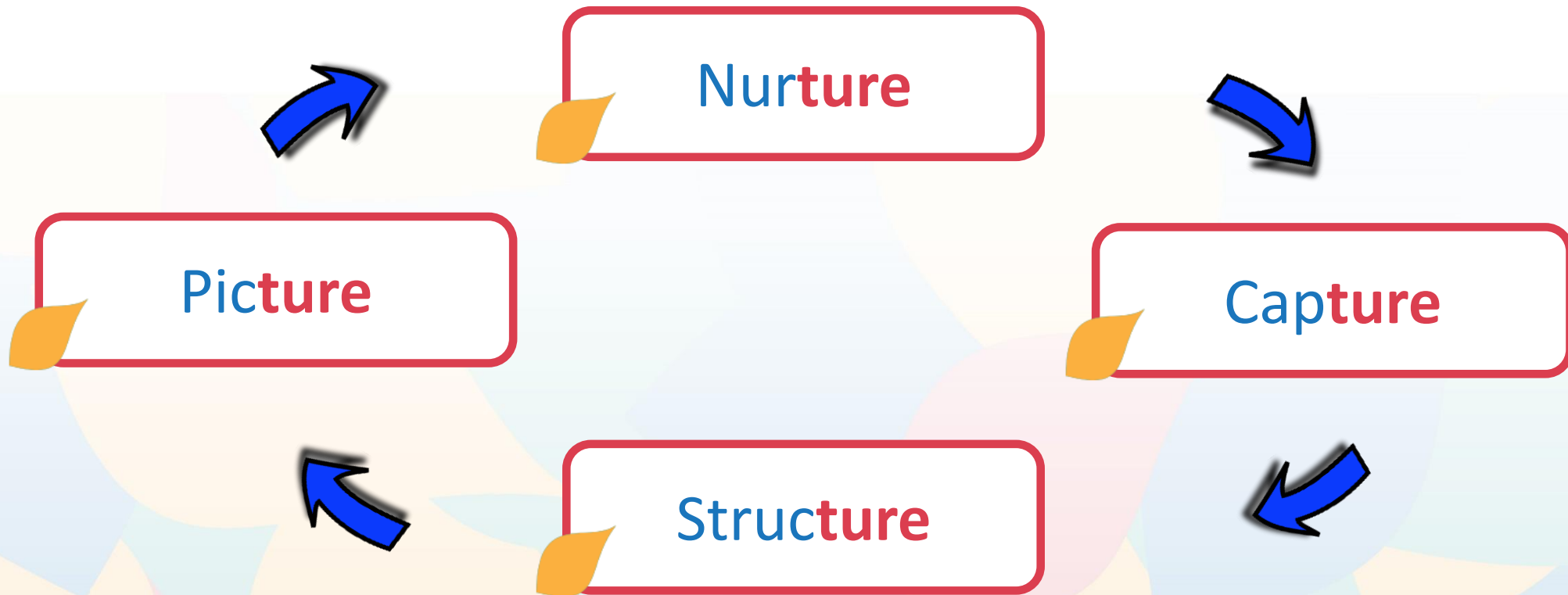


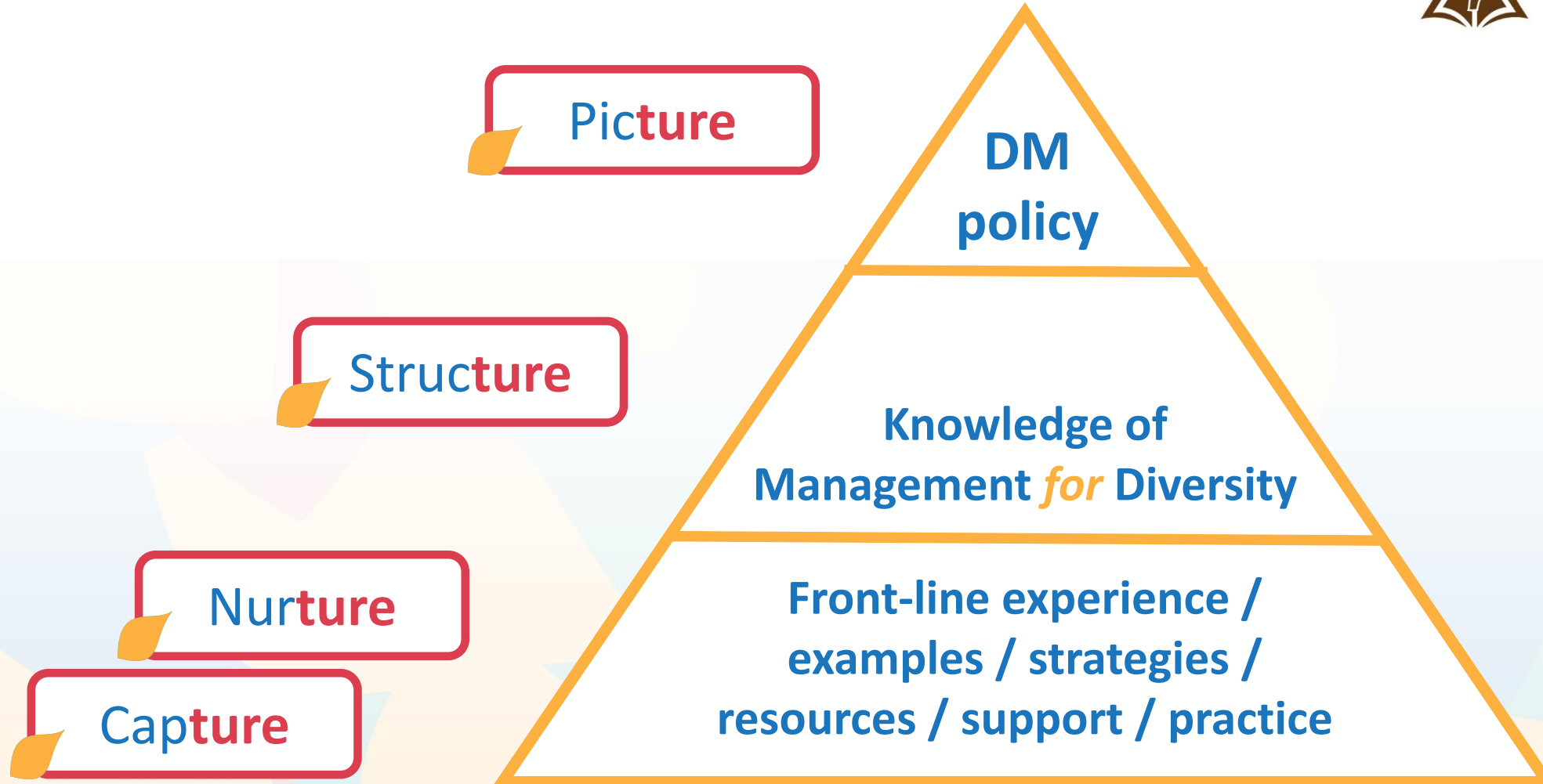
Sustaining Infrastructure of Management *for* Diversity

What are the overarching strategies?



The 4 “tures”





An asset-based Management *for* Diversity model



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Diversity Friendliness

D-F Culture building

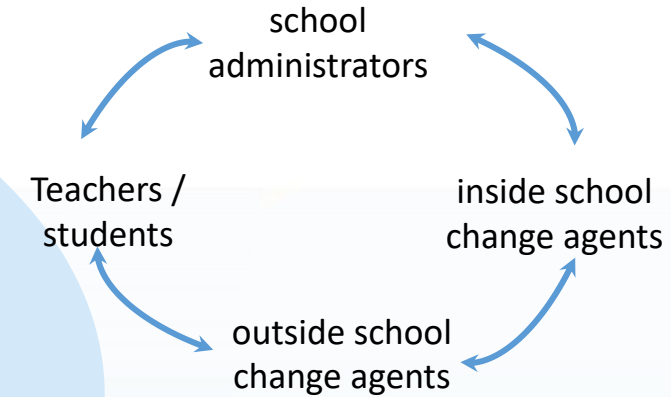
Collaborative culture building

Student engagement, Retention, Self-efficacy, Performance enhancement

D-F
Curriculum / Assessment / Pedagogy /
Materials / Teaching & Learning Process

D-F School Policy +
School Administration culture

D-F Awareness



**Maximizing-choices
at multiple levels**

Diversity profiling

D-F Capacity building
(D-F Teacher-partner collaborating)

Student-Learning-Support-Initiatives





Initial research finding

“... is that most of the principals, curriculum leaders and teachers possess this kind of attitude, instead of blaming individuals. What they need is the **infrastructure and more practical strategies.**”

Dr. Lo Yuen Yi, Team Convener of Research and Evaluation, Faculty of Education,
The University of Hong Kong

Diversity Friendliness



Embracing learner diversity

“Diversity is not something to be tackled but rather something **to be celebrated**. By **embracing** diversity among students, teachers would **value diversity as an asset**, making it an opportunity for enhancing their repertoire of teaching skills as well as professional capacity and development.”

(EDB, 2017, *Secondary Education Curriculum Guide* (Booklet 5): Embracing Learner Diversity, p.4)



“Inclusion is not simply placing children with special learning needs into mainstream schools.

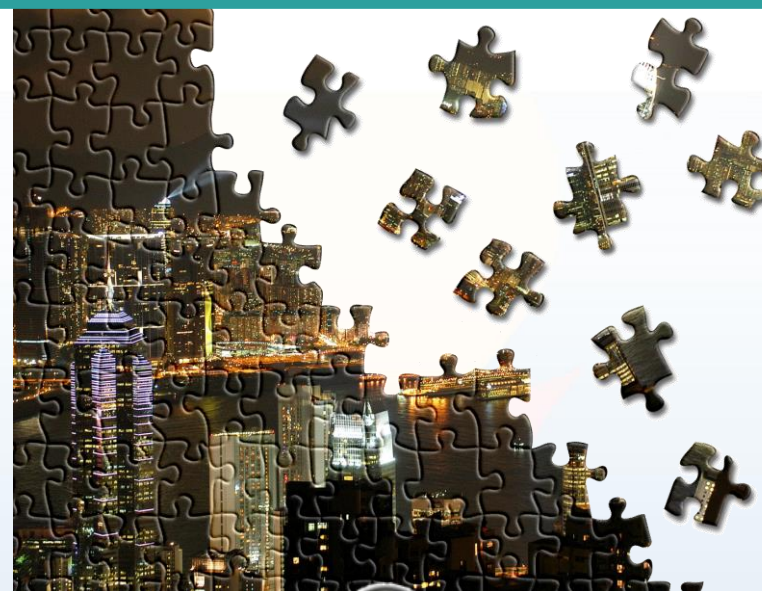
It is about **changing schools** for them to be more responsive to the needs of **all** children.”

To (cited in Lian, 2004, p.66)

From changing **students**...



... to changing **schools**.





Management *for* Diversity
allows every student to feel...

valued

treasured

talented

empowered

intrigued

satisfied

respected

encouraged

excited

inspired





Celebrating diversity at schools
is
Celebrating diversity in **society**.



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Thank you.

Questions are most welcome.



Website: www.jcschooldiversity.hk

Email: info@jcschooldiversity.hk

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合辦機構



Faculty of Education
The University of Hong Kong



QSIP

優質學校改進計劃
Quality School Improvement Project



資助機構



香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
馬心馬善 齊心齊力 RIDING HIGH TOGETHER