

# CONNECTING CLASSROOMS

Inclusive Education in the  
Chinese Community: The  
next steps for advancement





## Prof. Kenneth Sin

- Director of the Centre for Special Educational Needs and Inclusive Education, The Hong Kong Institute of Education
- Kenneth is an experienced consultant and his expertise has contributed to numerous local research projects. He is leading currently leading a project, funded by the Education Bureau, Jockey Club, Tin Ka Ping Foundation and Lee Hysan Foundation, which aims to advance inclusion within education through a wide range of professional development programmes. These include the education of students with autism in Hong Kong and training teachers working with children with disabilities in Mainland China, Hong Kong and Macau. Kenneth is also involved in many community activities focusing on special needs and inclusion.



- What is the development in Hong Kong?



## Background

- Hong Kong has a population of over 7.3 million in 2015, among which there are 360,000 people with disabilities (5%).
- About 37,000 integrators are found in schools.
- In average, there are about 37 integrators in a school.



## Integrators in primary schools

Disabilities	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
SpLD	7 910	8 550	8 430	8390	8190
ID	760	770	780	760	750
Aut	1 480	1 980	2 320	2840	3310
ADHD	1 490	2 000	1 950	2450	2850
PD	170	210	140	130	120
VI	50	50	40	30	30
HI	340	330	310	270	260
SLI	1 520	1 480	1 970	1940	1880
Total	<b>13 720</b>	<b>15 370</b>	<b>15 940</b>	<b>16810</b>	<b>17390</b>

## Integrators in secondary schools

Disabilities	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
SpLD	5 050	6 430	7 850	9050	9890
ID	710	810	940	930	930
Aut	570	780	1 050	1310	1660
ADHD	740	1 250	1 790	2330	3010
PD	190	230	250	250	240
VI	90	90	110	100	100
HI	470	450	490	420	400
SLI	180	230	210	190	210
Total	<b>8 000</b>	<b>10 270</b>	<b>12 690</b>	<b>14580</b>	<b>16440</b>



## 2013-2014

SEN students	No. of primary schools		No. of secondary schools	
0	0	0.00%	2	0.51%
1-5	5	1.10%	35	8.91%
6-10	18	3.97%	52	13.23%
11-20	45	9.93%	80	20.36%
21-30	78	17.22%	41	10.43%
31-40	106	23.40%	21	5.34%
41-50	95	20.97%	29	7.38%
More than 50	106	23.40%	133	33.84%
	453	100.00%	393	100.00%



## Implementation of Integration Education

- Integrated education is generally linked to a process of placing students with special educational needs in ordinary schools which constitute the majority of so called “mainstream/mainstreaming schools.
- Inclusive education is defined by UNESCO in 2009 as a process of strengthening the capacity of the education system to reach out to all learners.
- The Education Bureau of Hong Kong Special Administrative Region, China, adopts the term “integrated education” in its official documents.





## Implementation of Integration Education

- **1993:** The “**School Education in Hong Kong: A Statement of Aims**” **item 6** highlighted that *“every school should help all of its students, whatever their level of ability, including those with special educational needs, to develop their potential as fully as possible in both academic and non-academic directions.”*
- **1995:** The Hong Kong Government reiterated the policy of integrated education.
- **2000:** In the “**Reform Proposal for the Education System in Hong Kong**”, the Education Bureau also emphasized catering for the needs of students with learning disability, and, through counseling services and assistance, to provide SEN students, *the opportunity to maximize their potentials.* All



## Implementation of Integration Education

- **2001:** The Equal Opportunities Commission (EOC) formulated the **Code of Practice on Education under the Disability Discrimination Ordinance** to lay down guidelines for private and public educational establishments in preventing and eliminating disability discrimination for the sake of universal equal opportunity.
- **2008:** The Chinese Government deposited the instrument of ratification with the United Nations on 1 August, and then became the thirty-third signatory of **the Convention on the Rights of Persons with Disabilities**.
  - On 31 August, 2008, **the Convention entered into force in China as well as in Hong Kong SAR** and Macau SAR, and its obligations covered education, rehabilitation and employment, and hence engendering deep-rooted impacts on the development of integrated education.



## Whole School Approach of Integrated Education

- The current policy strategy emphasizes the respect on parents' choices and the implementation of both special education and integrated education.
- Through providing additional funding support, teacher training, professional consultation and support provided by external bodies, schools are encouraged to adopt the school-based strategies of ***“whole-school approach”, early identification, early intervention, cross sectors collaboration and home-school cooperation***, in order to support the SEN students in their schools.



## School reform for supporting SEN students

*Phase I (1997/98 to 2002/03): The Whole-school Approach to Integrated*

*Education was advocated.*

- *Phase II (from 2003/04 school year onwards): The focus of effort shifted to the whole-school approach to catering for student diversity.*



## The 3 Success Criteria:

- an inclusive culture in school
- a clear policy for IE
- established practices for IE



## The 5 Principles:

- early identification
- early intervention
- whole-school approach
- home-school cooperation
- cross-sector collaboration



## Principles of inclusive/integrated education

- Dignity : Accept everyone, do not exclusive anyone;
- Entitlement : Encourage all students to participate in school life, instead of asking students to adjust to school norms;
- Valuing Diversity and Individual Needs : Education should take students' individual differences into consideration;
- Unending set of Processes and Equal Opportunities : Continuous education process, it also includes community education.



- How do the research inform policy and practice?





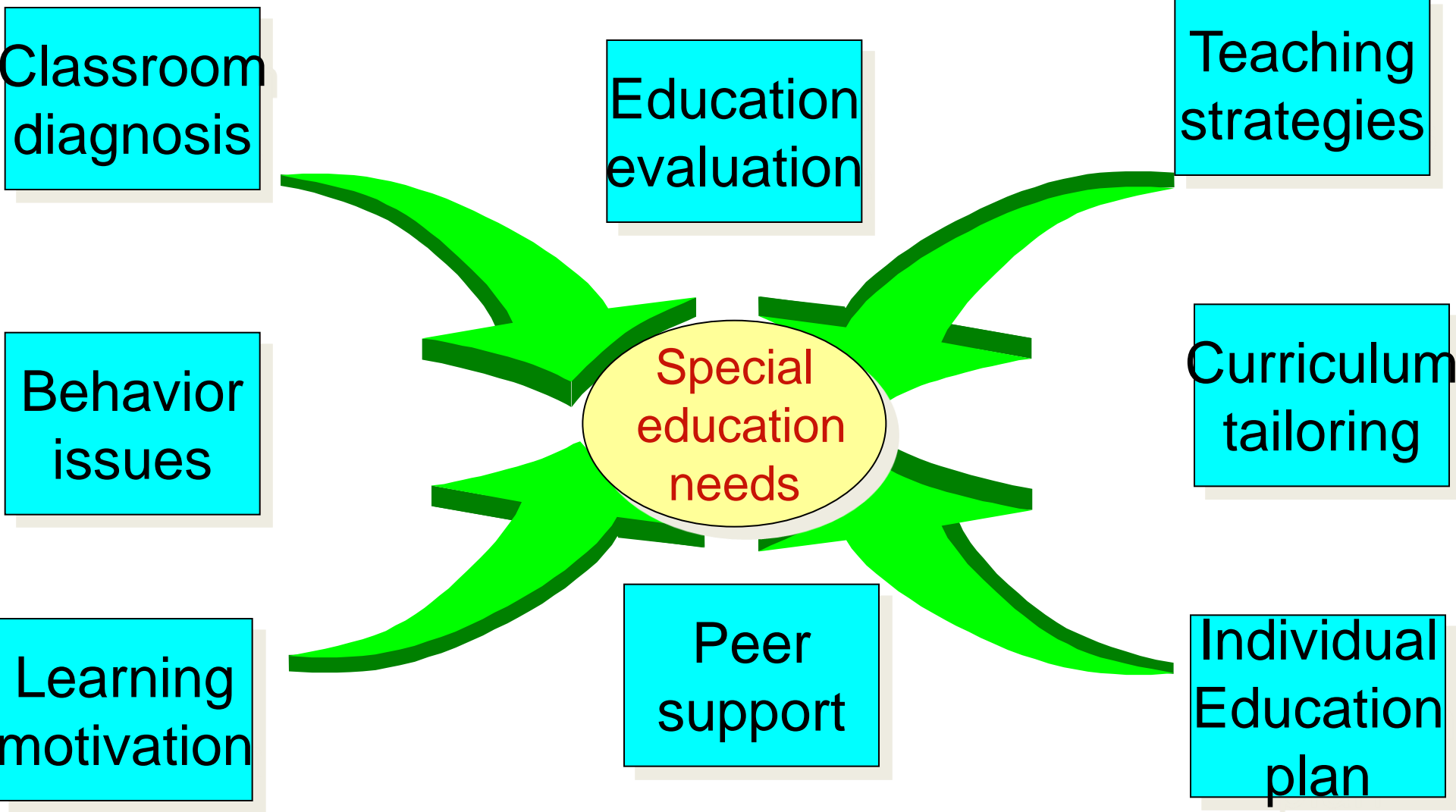
- ✓ *Special Educational Needs Pre-service Teachers Empowerment, Lee Hysan Foundation, 2014-2016*
- ✓ *Constructing the collaboration and exchange in inclusive education training in Mainland China and Hong Kong, Tin Ka Ping Foundation, 2014-2016*
- ✓ *Examining the pivotal factors of attitudes towards inclusive education among parents of children with and without special educational needs in a Chinese community: Hong Kong, 2014-2016, GRF*
- ✓ *The Jockey Club Chief Executive Community Project: SMILE project, 2013-2016*



- ✓ *The examination of the supporting mode of teaching assistants and the learning outcome of SEN students in inclusive schools of Hong Kong, 2013-2015, GRF*
- ✓ *Post-school outcomes of senior secondary graduates with special educational needs, 2012-2014, GRF*
- ✓ *Teaching students with Autism Spectrum Disorders in ordinary schools: Design and evaluation of a culturally sensitive holistic inclusive model, 2012-2014, GRF*
- ✓ *Study on equal learning opportunities for students with disabilities under the integrated education system, funded by Equal Opportunity Commission, 2010-2011*
- ✓ *Review on the inclusive education and special education in Macau, funded by Macau Education and Youth Bureau, 2010-2011*



- Addressing the special needs



# The 3-tier Intervention Model

**Tier-3 intensive support with external assistance for hard core cases or schools with a cluster of SEN students**

**[IEP, EP, seconded AM(RT), TA, NFM (\$26,000), Sp Sch]**

**Less than 1%**

**Tier-2 add-on support for persistent cases**

**(IRTP, NFM (\$13,000) , IEP, SBRSP, Band 3 initiative, Sp Sch)**

**About 5% - 10% of student population**

**Tier-1 quality teaching through basic provisions**

**(Initial teacher training, CEG, PSM(CD), ESTG, Specialised teaching posts, SGO/SSW)**

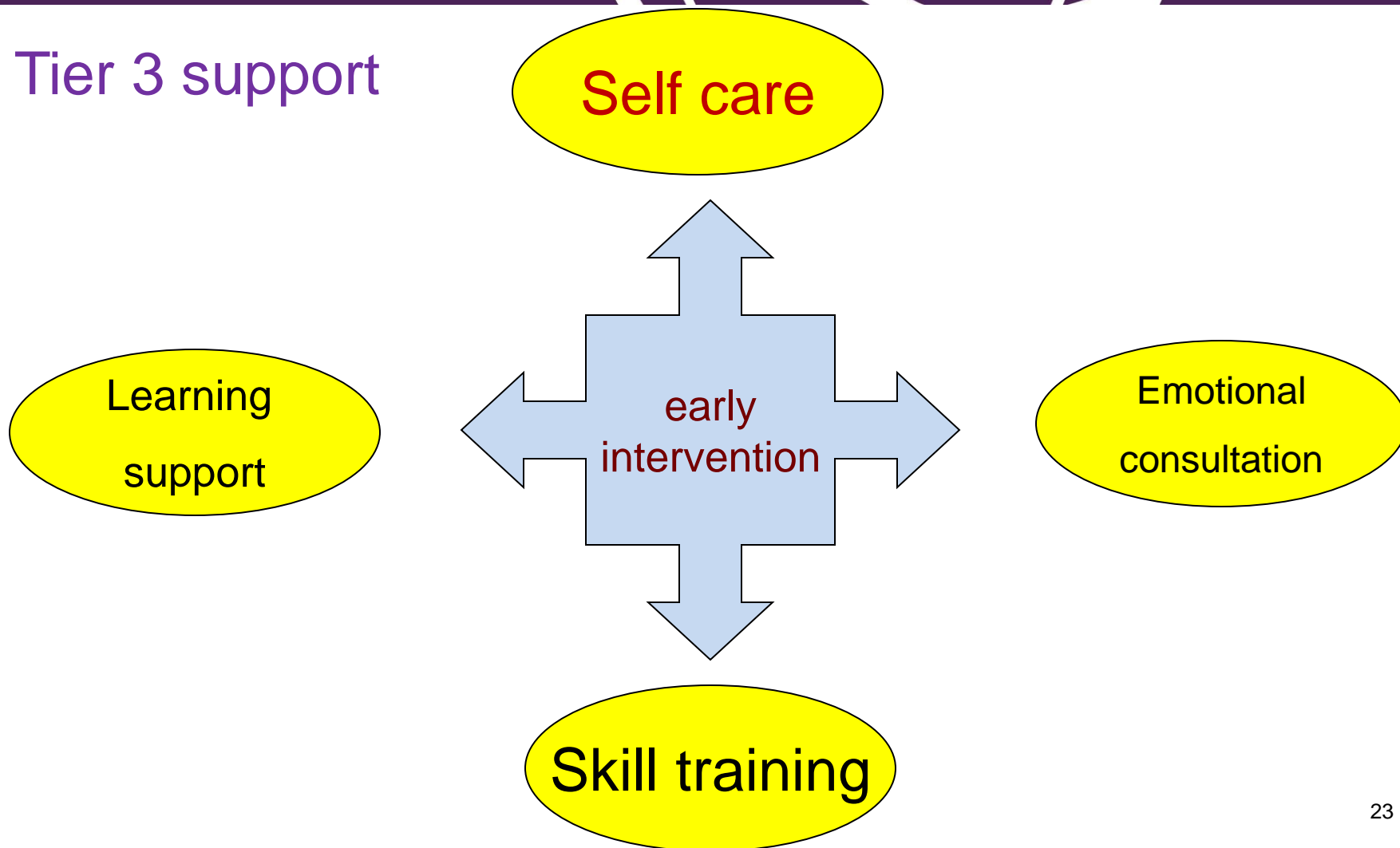
**About 15% - 25% of student population**



## Characteristics of three tier support

- Tier 1 provides quality classroom teaching to take care of students with short term or minor learning difficulties.
- Tier 2 provides extra supports to students with continuous learning difficulties, such as group studies, etc.
- Tier 3 targets the small group of people with severe learning difficulties, such as provide individual counseling, special and professional support, etc.

## Tier 3 support

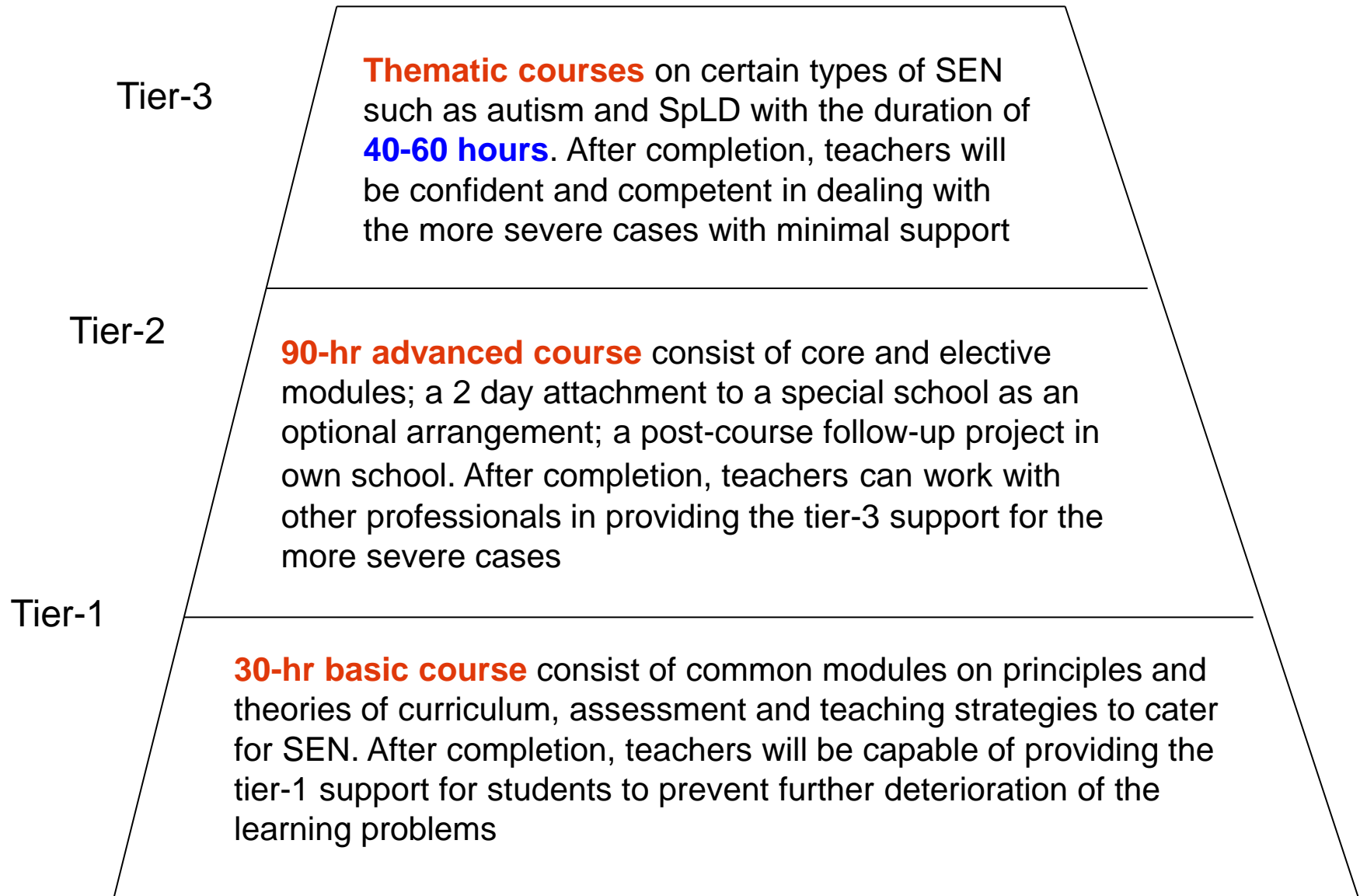




- Teacher empowerment in catering for diversity



# Enhanced Teacher Training Framework





**Subcommittee on Integrated Education  
Panel on Education  
Legislative Council of the  
Hong Kong Special Administrative Region**



The Subcommittee recommends that the Administration should

- (a) require pre-service teacher training programmes run by tertiary institutions to include integrated/special education as a core module;
- (b) provide more incentives (such as scholarships and career advancement) for in-service teachers to undertake further training in integrated education;
- (c) review the existing training targets and set a timetable for all school heads and teachers to complete those courses under the BAT Courses (or their equivalent) relevant to their needs;
- (d) examine the feasibility of arranging on-site training for serving teachers; and
- (e) explore in collaboration with the teaching profession on ways/support to enhance teachers' capacity in catering for SEN students.



- Equal learning opportunity



# Study on Equal Learning Opportunities for Students with Disabilities under the Integrated Education System”

<http://www.eoc.org.hk/eoc/graphicsfolder/inforcenter/research/default.aspx>

# Some findings

1. Assessment reports without details
2. Reluctant attitude of school principals and teachers
3. Inadequate resources and support
4. Lack of understanding about the current policy and practices
5. Unfair treatment to SEN students
6. Diversified views in the support
7. Peer bullying
8. Concerns on the Career and life long planning
9. New partnership with NGOs

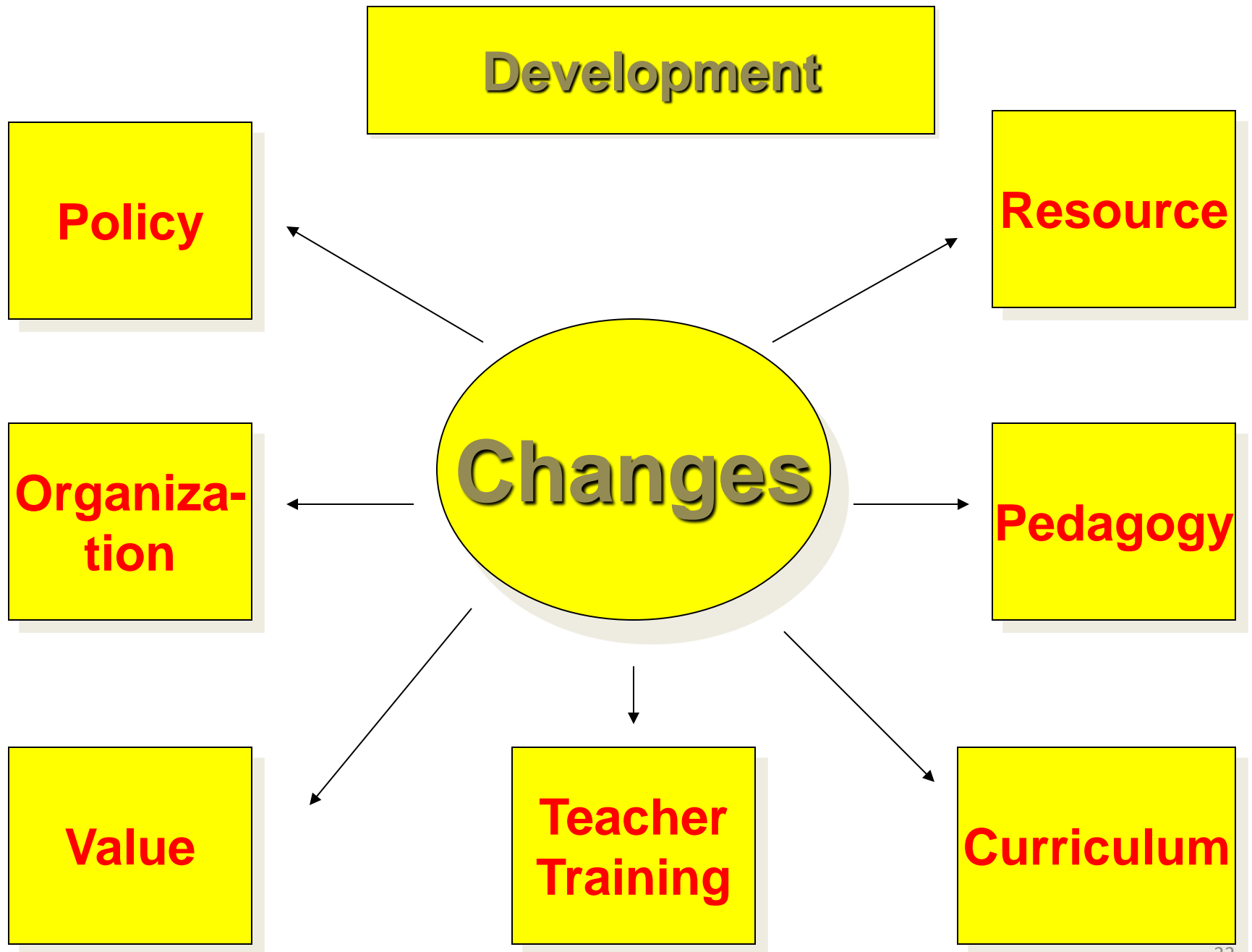
# Recommendations

1. early identification
2. active role in IE
3. effective management
4. staff training
5. SEN coordinator
6. whole school approach
7. IEP
8. caring culture
9. home-school partnership
10. community
11. transition



- Leading changes in schools





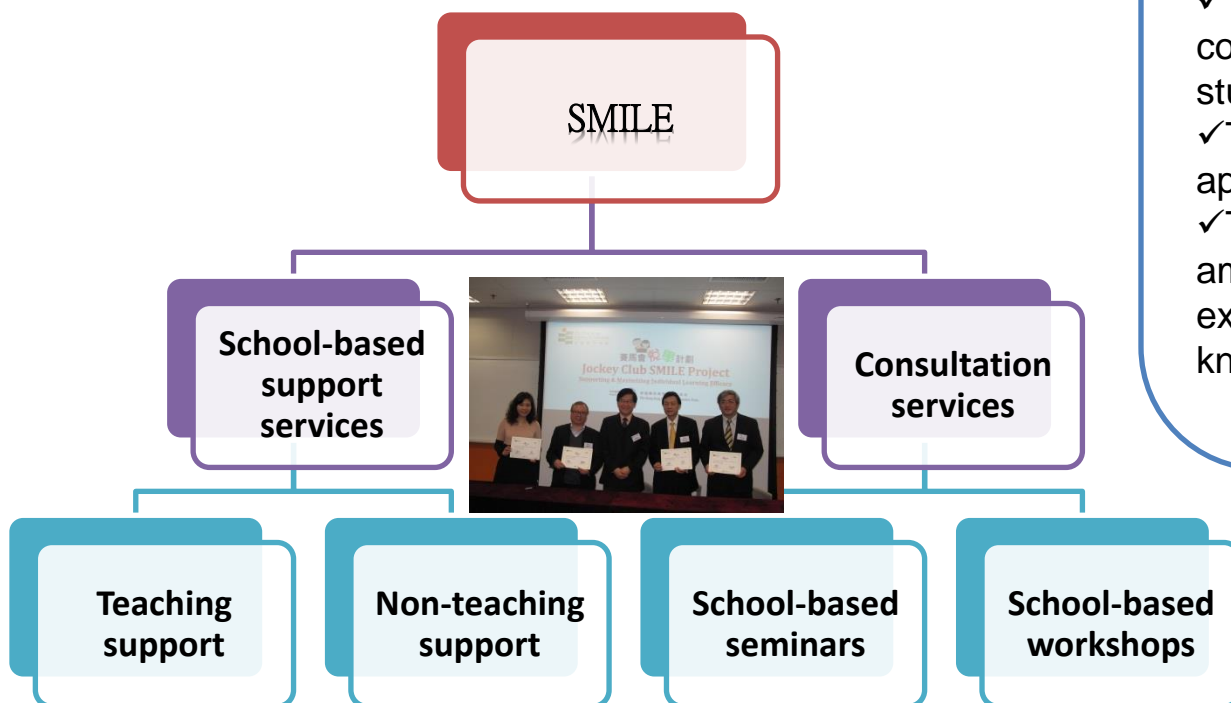


## The next steps for advancement

- The need for school based support for teachers
- The empowerment of pre-service teachers
- The research practice to inform policy
- The parental education in special needs
- The cross-collaboration

# Chief Executive's Community Project funded by The Hong Kong Jockey Club Charities Trust (USD 1.34 millions) (2013-2016)

## The Hong Kong Jockey Club SMILE Project



### Objectives:

- ✓To support students with attention deficit/hyperactive disorder (AD/HD) or intellectual disability (ID);
- ✓To enhance the teacher competency in teaching these students;
- ✓To improve the whole school approach supporting level;
- ✓To set up learning communities among schools through professional exchanges, sharing of resources and knowledge transfer



	Intensive school-based support (108 hours)		Consultancy to schools (18 hours)		Seminars for knowledge transfer	Study for advancement	Resource development
Year	Secondary School	Primary School	Secondary School	Primary School	Schools	Topic	Topic
13-14 Semester 1	2	2	10	10	All primary schools	Differentiated instruction	Strategies in supporting ADHD & ID students
13-14 Semester 2	2	2	10	10	All secondary schools		
14-15 Semester 1	2	2	10	10	All primary schools	Teacher effectiveness	Teacher empowerment
14-15 Semester 2	2	2	10	10	All secondary schools		
15-16 Semester 1	2	2	10	10	All primary schools	Whole school approach support	Curricular support to ADHD & ID students
15-16 Semester 2	2	2	10	10	All secondary schools		
Total	12	12	60	60	1000 (all schools in HK)	3 reports	3 CD and handbooks
ADHD & ID students (30 per school)	360	360	1800	1800			

Lee Hysan Foundation-Special Educational Needs  
Empowerment Project for Pre-service Teachers  
The Project is simply named  
“Teacher's Empowerment Platform”

# WHAT are the main objectives of “TEP” ?

Knowledge transfer,  
Applicable learning,  
Community giveback,  
Professional achievement.



# HOW can you achieve the level of attainment in “TEP” ?

## Vertical Level 1

- 15-hr on **Program Planning**
- 15-hr on **Community Service Learning**
- 9-hr on **Evaluation & Reflection**



## Horizontal level

- 1 day **Seminar** for Professional Development
- 2 **Workshops** on Theories in Catering for Classroom Diversity
- A **Guided Visit** to partner NGOs and Special Schools

HOW can the Vertical level one enrich students' learning and teaching in community?

**Programme Title:** All undergraduate programmes

**Course Title:** Practice Engagement of Special Educational Needs

**Department :** Special Education and Counselling

**Partnering Unit :** Centre for Special Educational Needs and Inclusive Education

**Credit Points :** 3

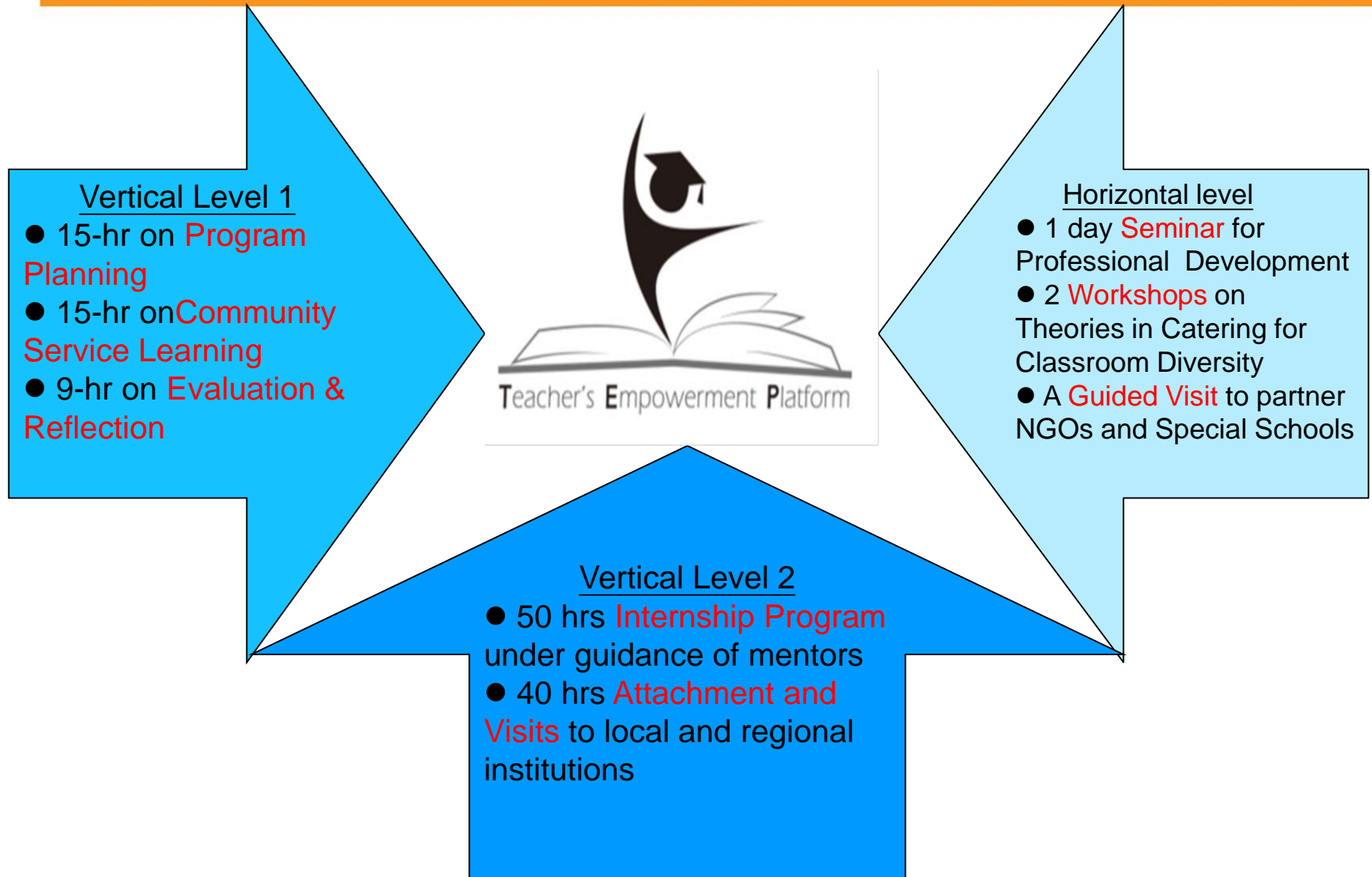
<b>Contact Hours :</b>	Lecture& workshops:	15 contact hours
	Experienced-based Activities:	15 service hours
	Group Presentation and Reflection:	9 contact hours
	Total:	39 contact hours

**Pre-requisite(s):** SED3001 School Counselling & Managing Diversity

**Medium of Instruction:** CMI



# HOW can you achieve the level of attainment in “TEP” ?



# HOW can the Vertical level two enrich students' learning and teaching in SEN?

50-hr Internship under guidance of mentors

To nurture leadership and proficiency in inclusive education & special needs teaching

Nov 2015 to June 2016

**\*\* A project study guided by an expert**

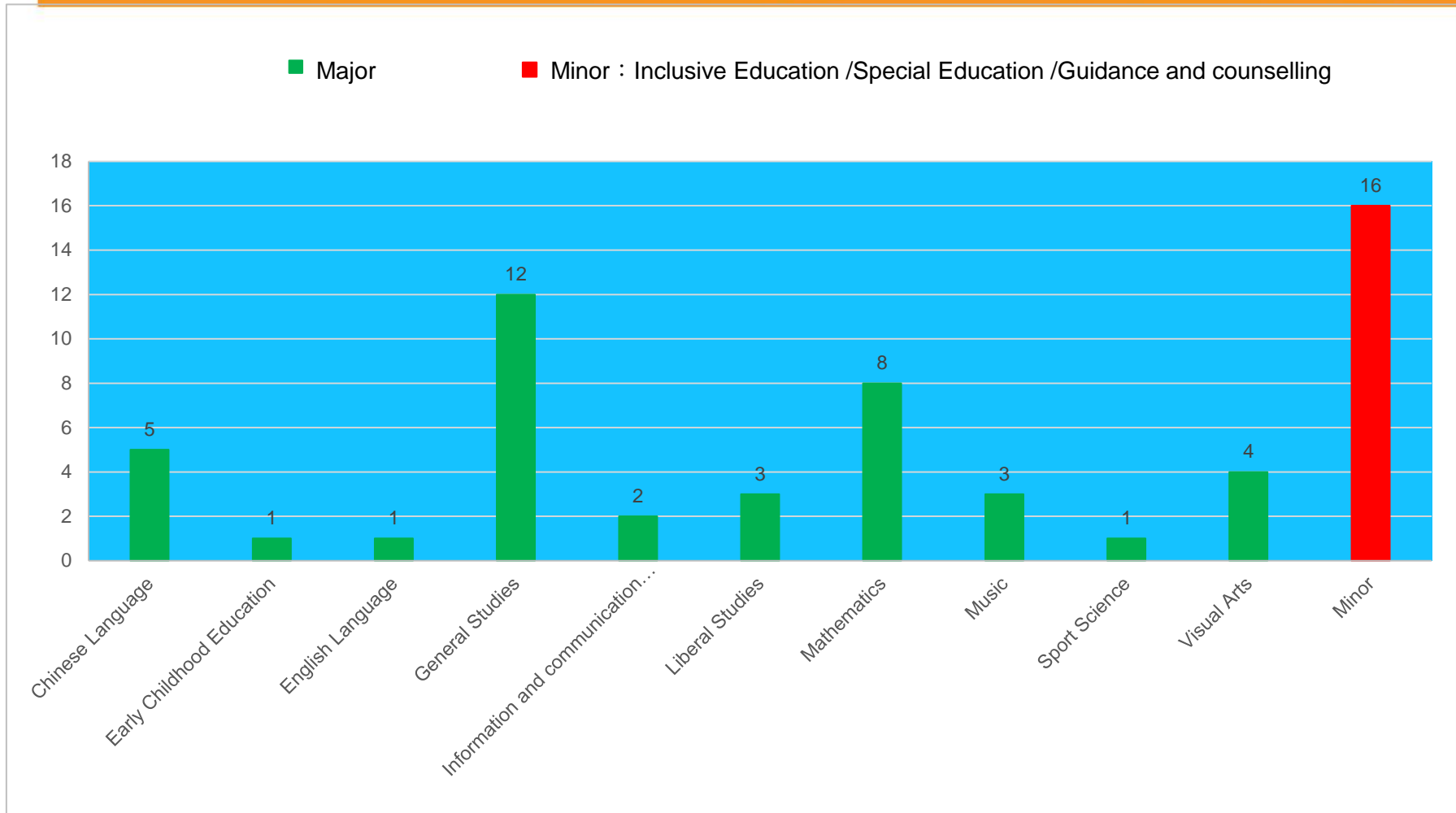
Round 1 : X'mas term break of 2015 (27 Dec to 31 Dec 2015)

Round 2 : Easter term break of 2016 (29 Mar to 2 April 2016)

**\*\* A 5 days overseas visit and service attachment**

40-hr Attachment visits to local and regional institutions  
To learn and compare best practices in inclusive education & special needs teaching

# HOW MANY Participants consider for the Vertical level 2 in 2015-2016?



Total : 24

# The 50-hr Internship Program: To nurture leadership and proficiency in inclusive education & special needs teaching

**Course Title** : Action Research on Special Educational Needs  
**Department** : Centre for Special Educational Needs and Inclusive Education  
**Contact Hours** :  
    Tutorials & individual mentorship: 15 contact hours  
    Exploration-based Activities: 20 study hours  
    Direct study and reflection: 15 contact hours  
    Total: 50 contact hours  
**Pre-requisite(s)**: Vertical level one of Lee Hysan Foundation Project  
**Medium of Instruction**: CMI  
**Level** : Professional Development Program for Teachers

Period : Oct 2015 to June 2016

\*\* An individual project study that guided by an expert

**Course Title** : Action Research on Special Educational Needs  
(特殊教育需要的行動研究)

**Department** : Centre for Special Educational Needs and Inclusive Education

**Credit Points** : 3 (TBC)

**Contact Hours** :  
Tutorials & individual mentorship: 15 contact hours  
Exploration-based Activities: 20 study hours  
Direct study and reflection: 15 contact hours  
Total: 50 contact hours

**Pre-requisite(s)**: Vertical level one of Lee Hysan Foundation Project

**Medium of Instruction**: CMI

**Level** : Professional Development Program for Teachers

# HOW can the Vertical level two enrich students' learning and teaching in SEN?

## **Course Intended Learning Outcomes (CILO<sub>s</sub>)**

*Upon successful completion of this course, students should be able to:*

CILO1 Draw on the **experience in conducting a research study**, including identifying a research topic, writing a literature review and adopting appropriate methods to collect and analyse data;

CILO2 **Demonstrate a clear study procedure** through proposal writing, activities implementation and individual presentations;

CILO3 Identify the needs of children with specific types of SEN and make good use of the platform to work with and **learn from an expert**;

CILO4 **Understand the dynamics and situations of special education and relevant training services in Hong Kong** by means of on-site observation, activities intervention and data collection; and

CILO5 **Develop a sense of commitment in special and inclusive education**, while strengthening their competence as independent and autonomous learners.

**15-hr Tutorials & individual mentorship scheme + 5 hrs Direct study**  
**Should be completed before end of December 2015**

Course Content	CILOs	Suggested Teaching & Learning Activities	Remark
15 hours of Tutorial & Individual Mentorship scheme + 5 hours of Direct Study			
<ul style="list-style-type: none"><li>● Understanding the basic principles of research methods in special education and related disciplines</li><li>● Identifying and pursuing a research topic of interest, relevance and importance</li><li>● Acquiring the basic skills in handling the initial stages of a research study</li></ul>	CILO <sub>1</sub> CILO <sub>2</sub>	<ul style="list-style-type: none"><li>● Explaining research approaches and their strengths and shortcomings</li><li>● Approaches to research such as quantitative, qualitative and integrated approaches (e.g. action research)</li></ul>	At least 20 hours of research preparation
		<ul style="list-style-type: none"><li>● Writing a literature review to examine the existing theories and knowledge in relation to the research topic</li></ul>	●Orientation by Course Co-ordinator
		<ul style="list-style-type: none"><li>● Selecting appropriate methods for the collection and analysis of data</li></ul>	●Tutorials & mentorship by the Course Tutor
<p>Learning Outcomes Assessment Task:</p> <p>(Individual work)Write a proper and clear action research proposal for implementation in an NGO or a school.</p> <p>(Word limit: 2000)</p>			

20hrs Exploration-based Activities + 5 hours of direct study  
Should be completed before end of April 2016

Course Content	CILOs	Suggested Teaching & Learning Activities	Remark
20 hours of Exploration-based Activities+ 5 hours of Direct Study			
<ul style="list-style-type: none"> <li>● Basic concepts on the procedures, designs and methods used in action research;</li> <li>● Development of a research design on the support for children with SEN</li> <li>● Analysis and evaluation of the research input</li> </ul>	CILO <sub>2</sub> CILO <sub>3</sub> CILO <sub>4</sub>	<ul style="list-style-type: none"> <li>● Implementation of the research process</li> <li>● Modifying the methods of data analysis and presentation</li> <li>● Concepts of validity and reliability</li> <li>● Monitoring and assessing the designed approach or activities</li> <li>● Gathering data or information during the study in an NGO to provide real examples for analysis, and illustrating how supporting strategies and approaches are producing effects on the target children</li> </ul>	At least 25 hours of exploration-based experience  <ul style="list-style-type: none"> <li>● On-site observations, interviews or questionnaires (at least 1 to 2 activities)</li> <li>● On-site implementation (at least 6 to 8 activities)</li> <li>● A on-site supervision by the research mentor</li> </ul>
Learning Outcomes Assessment Task: (Individual work) A written record and a session of on-site supervision of the exploration-based activities			



## 5hr3 Individual Presentation and Peer Review

Should be completed on June 2016

Course Content	CILOs	Suggested Teaching & Learning Activities	Remark
5 hours of Individual Presentation and Peer Review			
<ul style="list-style-type: none"> <li>● Reflection on the result of the action research</li> <li>● Peer review and learning</li> <li>● Evaluation of the service-learning project</li> </ul>	CILO <sub>4</sub> CILO <sub>5</sub>	<ul style="list-style-type: none"> <li>● Summarizing the study findings and consolidating what they have learned from the internship programme.</li> <li>● Conducting a verbal presentation, which will be assessed by peers and the mentor</li> </ul>	At least 5 hours of self-reflection <ul style="list-style-type: none"> <li>●Presentation</li> <li>●Report writing</li> <li>●Self-evaluation</li> <li>●Personal career plan</li> </ul>
Learning Outcomes Assessment Task: (Individual work) A verbal presentation and a written report of the Action Research on Special Educational Needs (Word limit: 6000)			

# Role and Duties of the Students

- To apply and reflect upon research concepts, theories, principles and techniques relevant to the study process;
- To get fully involved in the study process and follow the mentors' guidelines in finishing all required tasks;
- To respect study target's privacy. If students use any video/audio aids to assist in the study, they should obtain users' prior consent in written form;
- To consider the ethical issues during the study process;
- To follow the NGO's practice with respect to planned hours and general professional behaviour in conducting a research study; and
- To complete minimum 50 hours in total to the internship programmes.



# Thank you

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