



**ASIA LEADERSHIP  
ROUNDTABLE**

BANGKOK  
2011

# Educational Reform and Change in the Asia Pacific Region

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**Establishing a Positive School and Organizational Culture is a Prerequisite for Successful Educational Reform: A case study looking at the role of school culture in the effectiveness of inclusive practices in two ESF schools**

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Establishing a positive school and organizational culture is a prerequisite for successful educational reform: A case study involving the enhancement on inclusive practices through the expansion of Learning Support Class provision in ESF schools.

ESF is a Hong Kong government sub-vented educational organization comprising 21 schools. The organization was established to provide an English- speaking education for children of families resident in Hong Kong. Admission to ESF schools is non-selective on the grounds of academic ability.

ESF schools provide student support based on assessed need. Historically, this support has been identified within 3 levels;

- Mainstream class based differentiation – with support from a Special Educational Needs team at each school.
- Learning Support Classes. School based units were initially established at Beacon Hill and Bradbury primary schools and King George V secondary school. The classes were established to support students with ‘moderate learning difficulties’ through a programme of mainstream based inclusion and specialist support.
- Jockey Club Sarah Roe School – a school for children with ‘severe learning difficulties’, for whom a mainstream placement is not felt appropriate.

The ESF Strategic Plan 2007 committed to a reform of student support provision through a review of the levels of support required and an increase in the number of learning support class places available across the Foundation schools. A revised six stage, identification grid was introduced. Alongside this, ESF, with government assistance, looked to extend the level of Learning Support Class provision to all 9 primary and 5 secondary schools.

Through this paper we will share an example of how educational reform relies on a conducive school culture for success. The reform in question involves the establishment of a Learning Support Class and compares the existing culture at Beacon Hill School, a school with a well-established Learning Support Class with the process planned for the establishment of a new and similar facility at Sha Tin Junior School.

We will investigate the views of the various stakeholders in the school community, the effectiveness of student support structures through an analysis of the situation in the two schools and the current research which underpins the reform process.

