Abstracts 講題概覽

Keynote Speech 1 主題演講一

Using the Dimensions of Multicultural Education to Support the Learning and Teaching of Young Leaners in Multicultural Societies
從多元文化教育的各個層面支援兒童的學與教

Nation-states around the world have initiated reforms to increase educational equality because of the increasing diversity of learners, the growing recognition of the rights of indigenous and migrant groups, and disparities in educational achievement. In this lecture, Professor Banks will describe how his five dimensions of multicultural education can be used to guide school reform that can support the learning and teaching of young learners in a multicultural society. The dimensions are: (1) content integration, (2) the knowledge construction process; (3) prejudice reduction; (4) an equity pedagogy, and (5) an empowering school culture and social structure.

由於學習者日趨多元化，加上原住民及移民族群的權利越來越得到認可，以及教育成就的差異，世界多個國家已着手進行改革，以促進教育平等。Banks教授將闡述如何利用多元文化教育的五大層面引導學校改革，以支援多元文化社會中兒童的學與教。這五大層面是：(1)內容整合；(2)知識建構歷程；(3)減少偏見；(4)平等教學；及(5)增能的學校文化及社會結構。

Keynote Speech 2 主題演講二

Revisiting the 'Multicultural' Learner: New Meanings and Needs for Different Times?
重新審視「多元文化」學習者：不同時期的意義與需要？

The talk starts from two observations: 1. The idea of the multicultural learner is polysemic and 2. Ways of 'dealing' with her is highly politicized, imposed on scholars, practitioners and learners in prêt-à-penser (ready-to-think) forms. Ways of preparing future teachers also reflect ideological, limited and limiting, often Western- and Euro-centric, positions that must be unpacked. In this talk, Professor Dervin first reviews these problems. Based on the paradigm of interculturality in education (Dervin, 2016; Holliday, 2013), he then presents two 'models' of intercultural competence for teachers to support multicultural learners that have been developed both in Europe and China since the mid-2000s. While the first model titled the Helsinki Model is based on interdisciplinary ideas proposed by the 'West' (so-called postmodern anthropology, linguistics, psychology and sociology, amongst others), the second Model, the Beijing-Helsinki Model represents a shift towards including 'peripheral' ideas in the discussions of multicultural learning and teaching (Confucian ethics, amongst others). Professor Dervin shows how the models complement each other, while sharing differences in assumptions, core ideas and principles. The combination of the two Models represent an original way of reflecting and implementing interculturality as a lifelong learning goal in education for all.

講座首先介紹兩項觀察所得：(1) 多元文化學習者的概念是多義的；及 (2) 學者、教育工作者及學習者對該概念的認識和處理已被高度政治化，落入「現成思考」（prêt-à-penser）的模式，培訓教師的方法亦反映以西方及歐洲為中心、狹隘而又多制肘的意識形態立場，這些都必須被解除。講者隨後以教育中跨文化的範式（Dervin, 2016; Holliday, 2013）為藍本，介紹自2000年代中期以來在歐洲及中國發展的兩種跨文化能力「模式」，教師可應用於支援多元文化學習者。第一種名為赫爾辛基模式，建基於「西方」提出的跨學科思想（其中包括所謂的後現代人類學、語言學、心理學及社會學等）；另一種則為北京 — 赫爾辛基模式，傾向多元文化學與教的討論中包括「外圍」思想（其一為儒家倫理學）。Dervin教授將闡述這兩種模式如何相輔相成，卻又在基本假設、核心思想和原則上互有差異。而將兩種模式相結合，是體現及實現了在全民教育下以跨文化溝通作為終身學習目標。

Plenary Discussion 主題討論

Policy and Planning for Multicultural Education
多元文化教育政策及規劃

At the Plenary, discussants are invited to have a dialogue on what constitutes the essence of multicultural education, and the challenges ahead in the contexts of Hong Kong and the UK. Multicultural education may have different meanings grounded in different theories and implementation approaches. The discussants want to focus on how multicultural education addresses diversity and equity, and argue that multicultural education should start as early as in the kindergartens. Discussants will bring in a diverse range of expertise on the topic, including research findings on equal opportunities, school reforms at changing times, and the learning of languages for multicultural young learners. The facilitators will engage the discussants in the dialogue, reflecting upon the importance of multicultural education and making recommendations for multicultural education that makes Hong Kong a truly culturally diverse and socially inclusive society.

本節討論多元文化教育的精義，以及香港與英國多元文化教育的挑戰。基於不同理論及推行方案，多元文化教育有不同涵義。本節主題討論將聚焦多元文化教育問題，並主張多元文化教育應盡早在幼稚園階段推行。討論者將就此課題發表真知灼見，包括平等機會研究、學校變革、及多元文化兒童的語言學習。主持人將引導討論者開展對話，反思多元文化教育的重要性，及如何使香港成為共融社會。

Roundtable 圓桌會議

Multicultural Education: Global Trends, Perspectives and the Way Forward
多元文化教育：環球趨勢、視野及前景

As the closing session of the Conference, the Roundtable summarises key issues covered during the day using integrative discussion. The Chairperson will engage the discussants, reflecting upon factors that facilitate and hinder the development of multicultural education, identifying short- and long-term opportunities and challenges, exploring strategies that ensure quality education for all in Hong Kong. Of special interest is how C-for-Chinese@JC project has changed the local landscape, how the project may maintain its impact and move forward, and how the philosophy of multicultural education may be further integrated into teacher training and government policies.

本節乃研討會最後一場討論，將整合研討會涵蓋的各主要議題。主持人會引導各討論員反思各項促進及窒礙多元文化教育發展的因素、了解短期及長期的機遇和挑戰，以及探索確保香港優質全民教育的策略。討論將重點著墨「賽馬會友趣學中文」計劃如何改變本地教育的整體面貌、維持其影響力及向前邁進，以及多元文化教育理念如何進一步融入教師培訓及政府政策。

Parallel Session 1 分組研討一

Implementation of Language-focused Curriculum in Storybook-based Approach for Young Chinese Learners in Hong Kong
在香港爲年幼中文學習者推行以故事書爲本、語文爲軸的課程

The presentation aims at examining the theory and practice of Chinese language-focused curriculum for culturally and linguistically diverse preschool children in Hong Kong. Language-focused curriculum put emphasis on language in classroom by drawing children's attention to Chinese language structures with planned redundancy and language stimulation strategies (Justice et al., 2008; Rice, 1995). The language-focused curriculum is realized by development of storybook and a 5-stage pedagogy of storybook reading. The presentation includes report on three cases of implementation of the language-focused curriculum and storybook approach by frontline school teachers. Special emphasis will be given to the connection of school teaching and home literacy activities for culturally and linguistically diverse family.

本節將探析香港為多元文化及語言幼兒設計、以中文為主課程的理論和實踐。語言為主的課程重視課堂語言，利用有計劃的語言重複及刺激策略吸引幼兒學習中文語言結構 (Justice et al., 2008; Rice, 1995)，並透過設計故事書及採用五階段的故事書閱讀教學法來推行。本節將匯報三個相關案例，展示前線教師如何採用以語言為主的課程及故事書方法來教學，並重點闡述在處理多元文化及語言的家庭方面，如何將學校教學與在家讀寫活動連繫。

Language Immersion through Play-based Learning:
The Case of Mother Tongue Languages (Chinese, Malay and Tamil) in Singapore
透過遊戲進行沉浸式語言學習 ―
以新加坡母語（華語、馬來語、淡米爾語）學習爲例

With increasing more students in Singapore speaking English in Singapore, we faced a great challenge in improving Singapore Mother Tongue Languages (Chinese, Malay and Tamil) literacy. The age of three to six is a critical developmental stage. This stage has a lasting impact on a child's intellectual capacity and language development. In this presentation, the speaker will illustrate how play-based learning can be used to provide tailored assistance to support preschoolers' oral development. This may be done through play activities (Teaching aids, story stage and conductive environment).

在新加坡，隨著英語作為家庭用語的趨勢逐年增長，我們在母語教與學（華語、馬來語與談米爾語）上面對巨大的挑戰。三至六歲是兒童發展的關鍵期。這一階段對兒童的智力和語言發展產生長遠影響。講者將說明如何使用以遊戲為本的學習方式（教具、故事舞臺、環境佈置）為兒童的口語發展提供適切的協助。

Parallel Session 1 分組研討一

Early Childhood Educators' Responsiveness to Support Young Multicultural Children's Social Competence Development in Diverse Societies
幼兒教師對支援多元文化幼兒社交能力發展的回應

Social competence has been well-documented to be a foundational set of skills for young children to become successful members of schools and larger societies. It is also widely researched that children's social competence development is deeply influenced by their socio-cultural and historical experiences as well as community context in which they live. Considering the increasing rate of globalization and migration around the world, it is no longer guaranteed that there will be a universal understanding of social competence by all members of any society. This inevitably creates challenges for early childhood educators working with children and families from diverse backgrounds. This session will discuss important roles of early childhood educators, and how they could play a critical role to demonstrate socio-cultural responsiveness when supporting young multicultural children's social competence development in diverse societies.

已有翔實的紀錄證明，社交能力是兒童順利晉身學校及社會的一項基本技能。多項研究亦顯示，兒童的社交能力發展深受其社會文化、過往經歷及社區環境的影響。鑒於各地全球化及移民的比率日增，我們已再難以保證社會中所有成員都能普遍理解社交能力的重要性，這必然對幼兒教師的工作構成挑戰，因為他們需面向兒童及不同背景的家庭。此次講座將討論幼兒教師的重要角色，以及他們在多元社會中，如何運用社會文化回應以支援多元文化兒童的社交能力發展。

Mission and Challenge: Supporting NCS Children Learning Chinese in Hong Kong
使命及挑戰：香港非華語兒童中文學習支援

This session will be structured in a chat room format, for participants to share their experience and tips on how to support the non-Chinese speaking (NCS) children in learning. Guided by the chart room Chair, the in-service and pre-service multicultural teaching assistants (MTAs) trained by the C-for-Chinese@JC project will share their experience regarding:
- how they put the theories of culturally responsive teaching in everyday kindergarten classrooms
- how they support NCS children to learn Chinese in schools; and
- how they collaborate with NCS parents, schools and communities to support the learning of NCS children

本環節採用聊天室形式，讓參加者分享支援非華語兒童學習的經驗及訣竅。多名曾接受「賽馬會友趣學中文」計劃培訓的在職及職前多元文化教學助理將出席，在聊天室主持人的指導下，分享他們的經驗：
- 如何將文化回應教學理論應用到日常幼稚園課堂；
- 如何支援非華語兒童在校學習中文；及
- 如何與非華語家長、學校及社區合作，以支援非華語兒童的學習。

Parallel Session 2 分組研討二

Strategy of Home and Community Engagement in Support of Learning Chinese for Ethnic Minority Students: Good Practices and Challenges
支援少數族裔學生學習中文的家庭與社區參與策略：優秀範例及挑戰

Providing the non-Chinese speaking (NCS) children with comprehensive and holistic support in their learning of Chinese through strong partnership involving school, family and community is the major objective of the C-for-Chinese@JC project. This presentation will introduce three strategies of home and community engagement in this regard.

The project has set up a community learning centre equipped with up-to-date IT facilities, to provide the NCS children with play-based activities in simulated real-life settings to make their learning interesting and pleasurable. While it is found that the children's motivation and interest in using Chinese had been enhanced in centre-based activities, the operation of a community centre has also faced many challenges. The speaker will introduce how the centre activities are designed to follow a systematic yet pleasurable approach, and explain the challenges and limitations envisaged.

The Parent-led-home is another major initiative of the C-for-Chinese@JC. It aims at enhancing the role of the NCS parents, both at home and in the community, in supporting their children learning Chinese. Comprehensive support includes home visits, regular meetings, thematic seminars, inclusive activities, training of school volunteers, advanced home-based Chinese learning, and support groups. The speaker will share the experience of implementing the model and the key to success.

Furthermore, the speaker will also shed light on the organization of community exploration activities to help the NCS children learn and practice Chinese, and illustrate how these activities may connect the children with the community and enhance their learning through culturally responsive practices.

「賽馬會友趣學中文」計劃的主要目的，是透過建立穩健的家、校、社夥伴關係，全面支援少數族裔兒童學習中文。是次講座將介紹三項相關的家庭與社區參與策略。

本計劃已建立一所具備最新科技資訊設備的社區學習中心，為非華語兒童提供模擬真實情境的遊戲活動，為他們的學習增添趣味和喜悅。研究證明，該中心的活動增強了這些兒童使用中文的動機和興趣，但在營運方面卻遇上不同挑戰。講者將簡介該中心如何以有系統、愉快學習的方法設計活動，並分享經營這中心的挑戰和制肘。

本計劃另一重點項目是家有良師（Parent-led-home），目的是透過全方位的支援，包括家訪、定時的會面、主題講座、共融活動、學校義工培育、進深在家中文學習及支援小組等，提升非華語家長在家及社區支援幼兒學習中文的角色。研究發現，有系統地連繫學校課本和在家的中文學習支援，可顯著提升非華語幼兒的中文能力。講者將會分享此模式的推行進程及其成功的因素。

另外，講者亦會闡述如何透過社區探索活動，協助非華語幼兒學習中文及連繫社區，及以文化回應的方法強化他們的學習。

Parallel Session 2 分組研討二

Multiculturalism in Hong Kong: Supporting Ethnic Minority Students in a Chinese Context
香港多元文化主義：支援華人社會的少數族裔學生

Multiculturalism is not explicitly reflected in Hong Kong's public policy but values such as "inclusion", "diversity" and "equal opportunity" have been publicly endorsed. This supports Joppke's (2004) view that liberal democratic governments respond to cultural diversity in two ways: "abolish it by means of 'antidiscrimination' policy and protect or promote it by means of 'multiculturalism' policy" (p.451).

The anti-discrimination approach has meant legal frameworks are in place to protect such residents from discrimination, especially in employment and the provision of services, although with less protection in education. Considerable resources have also been made available to support initiatives such as Chinese language education. Yet poor curriculum planning has often meant that the benefits of Chinese language instruction have been limited. At the same time negative attitudes to minoritized groups in schools, racism both within and outside schools and negative community discourses have created a context that is often inimical to harmony and social cohesion.

Reference
Joppke, C. (2004). Ethnic diversity and the state. The British Journal of Sociology , 55 (3), 451-463.

香港公共政策並未清楚反映多元文化主義，但「包容」、「多元化」及「平等機會」等價值觀已廣受公眾認可。這證明Joppke (2004) 的觀點：自由民主政府以兩種方式回應多元文化—「透過『反歧視』政策廢除多元文化；透過『多元文化主義』政策保護或促進多元文化」（第451頁）。前者意味著已有法律體制保護有關居民，尤其在就業及服務方面不受歧視，但在教育方面的保障則較少。政府亦投入大量資源推行如中文教育等舉措，但拙劣的課程規劃卻往往桎梏了教學成效。同時，社會對在校少數族裔群體的負面態度、校內外蔓延的種族主義以及社區負面的談論，均營造一種不利於和諧及社會凝聚力的環境。

參考資料
Joppke, C. (2004). Ethnic diversity and the state. The British Journal of Sociology , 55 (3), 451-463.

Parallel Session 2 分組研討二

Policy Highlights and Classroom Practices for Young Multicultural Learners: Lessons from Multicultural Kindergartens in South Korea
多元文化兒童的政策摘要及課堂實踐：韓國多元文化幼稚園的經驗

During the last decade, Korea has experienced a sharp increase in migrant populations, through both international marriage and the labor market. In 2016, the inter-ministerial committee under the Prime Minister's Office in Korea announced a Comprehensive Plan to Support the Children of Multicultural Families, placing a greater priority on education of multicultural learners. Since about 60% of all children aged 0 to 18 from multicultural families are under 6 years of age, the Korean government has been expanding multicultural kindergartens nation-widely to support language development of children from multicultural families.

In the presentation, a brief overview of policies to support young multicultural learners and their families over years will be provided. The governmental multicultural kindergarten project as well as consulting systems will be introduced and some outcomes and related issues, such as language assessment tools, teacher training and parental and community involvement will be discussed to draw implications for future policies and practices.

過去十年，因跨國婚姻增多及勞動力市場發展，韓國的移民人口急劇攀升。2016年，韓國總理辦公室轄下的跨部門委員會宣佈一項支援多元文化家庭子女的綜合性計劃，更加重視多元文化學習者的教育。在多元文化家庭的0至18歲子女中，約60%為未滿六歲的幼兒，因此韓國政府在全國不斷增加多元文化幼稚園，以支援多元文化家庭子女的語言發展。講者將簡述多年來韓國支援多元文化兒童及其家庭的政策，並介紹政府多元文化幼稚園項目和諮詢體系，其計劃成果及相關課題，例如語言評估工具、教師培訓以及家長與社區參與，以闡明對未來政策與實踐的影響。

Supporting Learning and Teaching for Non-Chinese Speaking Children
非華語幼兒的學與教支援

This session will be structured in a chat room format, for participants to share their experience and tips on how to support the non-Chinese speaking (NCS) children in learning. Two parallel discussion groups will be set up – one will focus on effective pedagogies for NCS children, the other on strategies to support NCS parents. The chair of each group will provide guiding questions for discussions. Teaching props that can aid and motivate NCS children in learning Chinese will also be displayed on the spot, for participants to reference and exchange views.

本環節採用聊天室形式，讓參加者分享支援非華語幼兒學習的經驗及訣竅。我們將分兩個小組，一組集中討論對非華語幼兒的有效教學法，另一組則主要交流支援非華語家長的策略。每組主持人將提出引導性問題帶領討論，現場亦會展示可幫助及鼓勵非華語幼兒學習中文的教具，讓參加者參考及交流意見。