

Special educational needs empowerment in teaching and learning

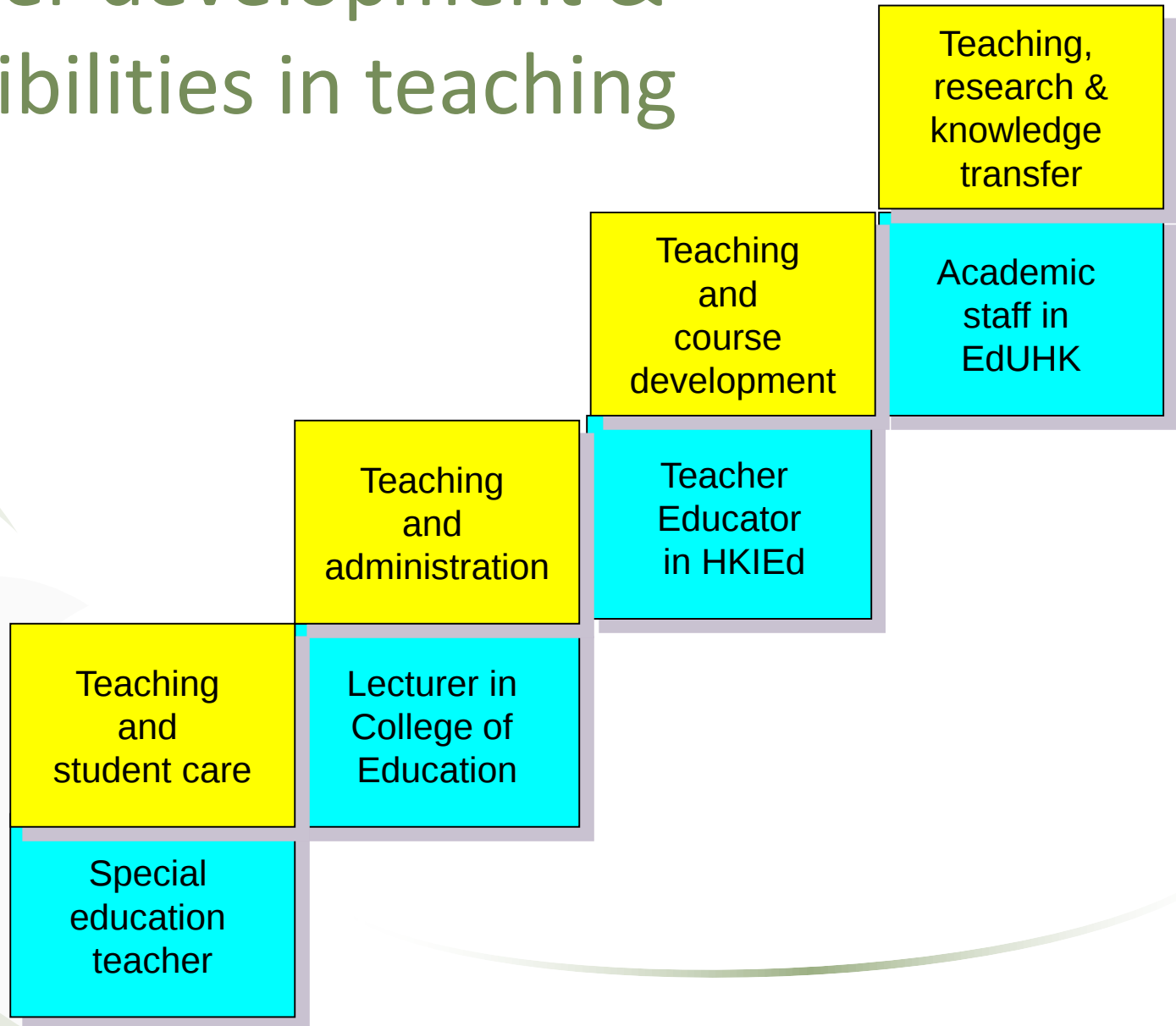
1/11/2018



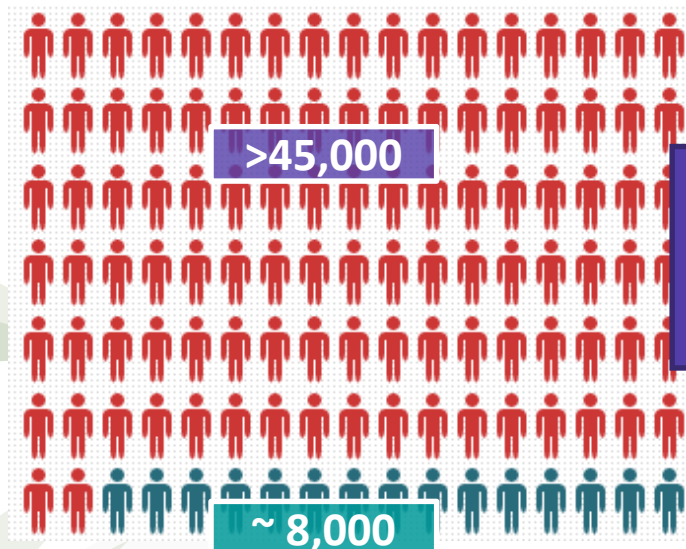
Prof. Kenneth Sin

- Professor of Department of Special Education and Counselling
- Director of the Centre for Special Educational Needs and Inclusive Education

My career development & responsibilities in teaching



Growing no. and needs of SEN students



Students:

Delayed Learning during Early Childhood

Parents:

Inadequate Support/Knowledge to raise SEN Child

Primary and Secondary School Teachers:

Not trained in SEN tools and approaches



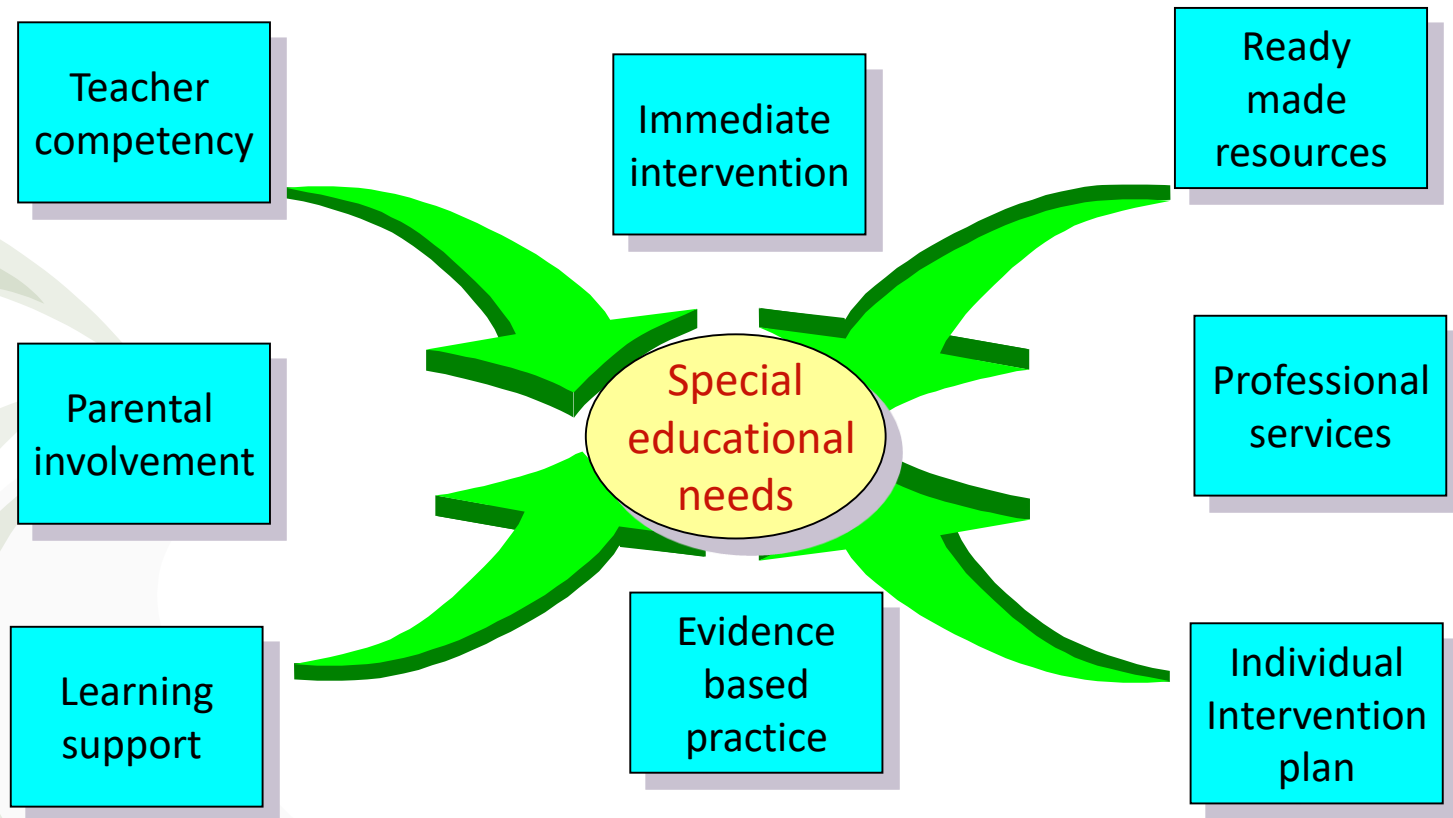
SEN students in mainstream **Primary and Secondary Schools**, with >5% is **Primary School Students**



SEN Students with severe or multiple disabilities **studied in Special Schools**

Note: Government statistics in 2017/18

Areas of concerns



Leadership in CSENIE

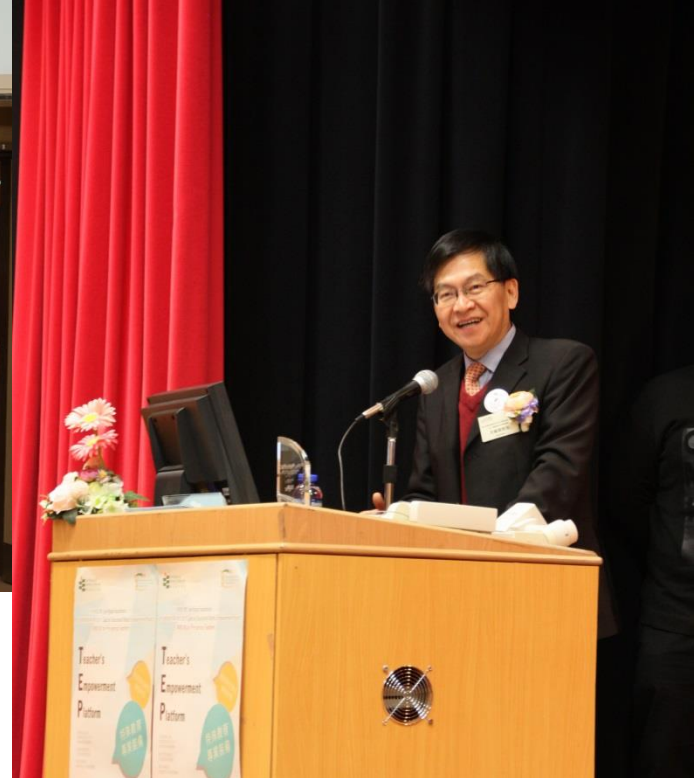
The Centre for Special Educational Needs and Inclusive Education (CSENIE) aims to promote the betterment of inclusive education through the **joint effort of colleagues from different departments** with expertise and research interest in inclusive education as well as special needs.

We achieve this through **a variety of activities in teaching and learning, research, academic exchange, and scholarly activities** to meet the developmental needs of our university, schools and community.



Opportunities in teaching enhancement

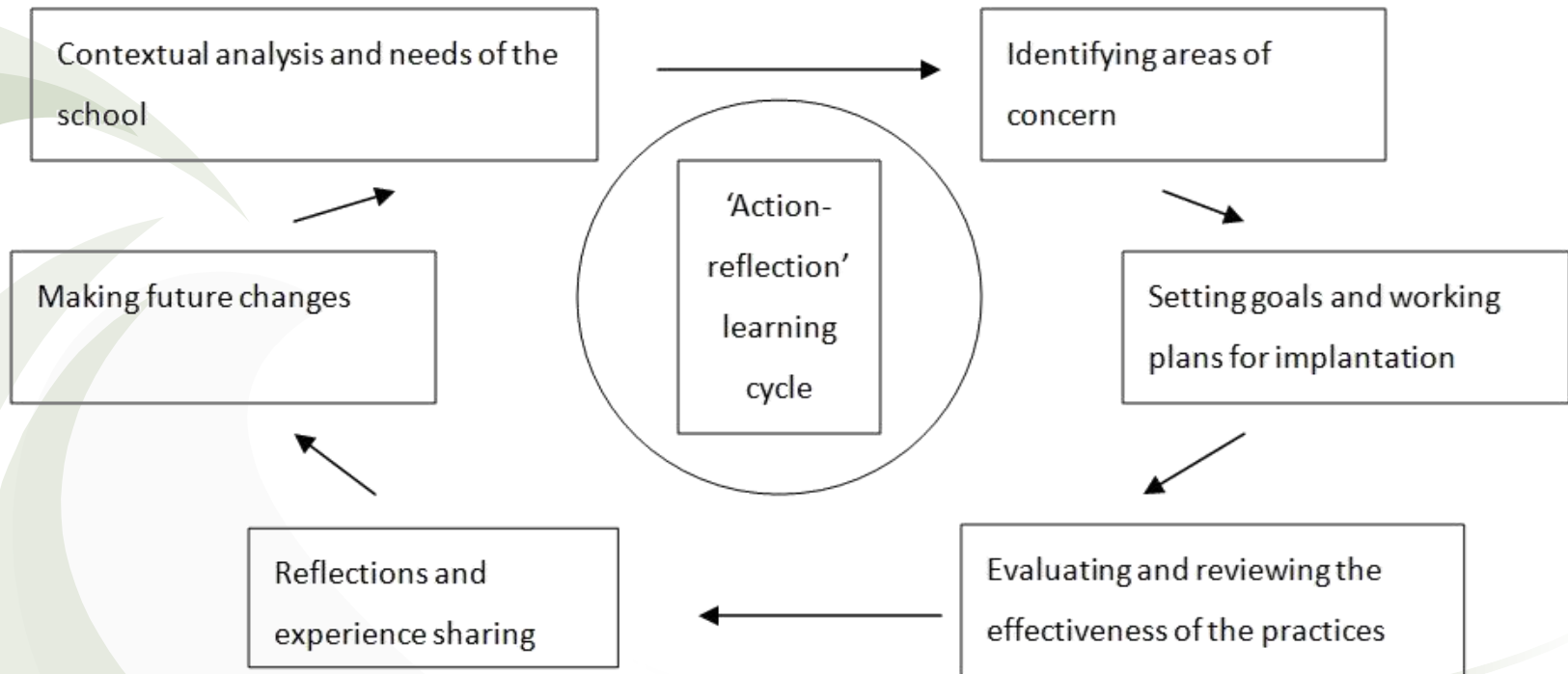
- Teaching and learning initiatives
- Funded projects
- Research work
- Knowledge dissemination
- Communities activities



Example 1 JC SMILE Project



A two-way flow of academic and professional knowledge, ideas, techniques, and expertise between the team and schools



Building up the team and intellectual capacity



Serving the school and community



Linking the practice with research

- Development of the multiple intelligence assessment tools for the teaching and learning of ADHD students
- Strategies and support for students with intellectual disabilities
- Successful cases of inclusive practices



賽馬會悅學計劃

多元智能教學計劃

提升有注意力不足/過度活躍症學生的課堂參與



Sharing the best practices and outcome



Relating the research outcome into practice



Resource development

《「賽馬會悅學計劃」：支援融合生資源套》

1. 「融合教育校本支援的多面體」
2. 「智障學生：融合教室內的支援與反思」
3. 「注意力不足/過度活躍症學生：融合教室內的支援與反思」
4. 「融合教室內的課程調適與適異教學：中國語文初中教學的實踐與反思」
5. 「融合學校：教學與支援的探索」

Disseminating knowledge in the Learning and Teaching Expo



Widening the impact in the community

| 2015-10-19 | Ta Kung Pao | A15 | 港聞 |

馬會支援學障惠24校

【大公報訊】全港約有三萬名有特殊教育需要（SEN）的學生在主流中、小學接受融合教育，但融合教育的師資培訓仍備受關注。香港教育學院獲賽馬會慈善信託基金撥款逾一千萬元，推行為期三年的「賽馬會悅學計劃」，為取錄較多注意力不足／過度活躍（ADHD）或智障學生的學校提供到校支援，三年間有24間中、小學受惠。

| 2015-10-19 | Wen Wei Po | A21 | 新聞透視眼 |

上堂試食「怪味糖」 中學教SEN生有法

香港文匯報訊（記者 黎恣）主流學校推行融合教育，校方和家長往往會因為對有特殊學習需要（SEN）的學生認知不足而造成誤會，處理學生的學習或行為問題往往會遇上難關。中華基督教會譚李麗芬紀念中學，早在2004年起已取錄多種不同的SEN學生，就每個SEN學生都有不同的學習需要，校方兩年前參與「賽馬會悅學計劃」

| 2015-10-19 | Sing Tao Daily | F01 | 星島教育 | |

教院支援特教 140中 小學受惠 悅學計畫 資助逾千萬

現時全港約有三萬多名有特殊學習需要的學生就讀主流小學及中學，雖然融合教育發展多年，但不少教師在特教生課堂上仍遇到困難。香港教育學院特殊學習需要與融合教育中心總監冼權鋒表示，為期三年「賽馬會悅學計畫」取得逾一千萬元撥款，為中小學教師提供到校支援，啟發他們如何教導注意力不足／過度活躍症及智障學生，包括發展合適教學材料和策略，迄今受惠學校約一百四十所。

| 2015-10-19 | Sing Tao Daily | F01 | 星島教育 | |

教師：提升特教生學習動機

參加了賽馬會悅學計畫的中華基督教會譚李麗芬紀念中學，是本港其中一所提供融合教育的主流學校，現有五分之一學生被評為有特殊學習需要，包括讀寫障礙、注意力不足／過度活躍症、言語障礙等。該校學習支援主任陳明姬表示，悅學計畫提升了特教生的學習動機，增加了他們的成功感後，自然地改善了行為問題。初期有擔心活動教學影響課堂進度，但眼見學生取得學習信心，相信進度能追得上。

| 2015-10-19 | Ming Pao Daily News | A25 | 教育 | |

專家駐校特製教學法 師生串通做戲 教懂特 教生

【明報專訊】教育學院特殊學習需要與融合教育中心3年前開展「賽馬會悅學計畫」，至今已為24間中小學提供為期一學年的到校支援服務。中心派出特殊教育專家，以顧問形式到校協助教師設計課程及管理學生，以改善注意力不足或過度活躍症（ADHD）及智障學生的學習及行為問題

Example 2

Empowering our BEd students



Empowering Pre-service Teachers

In order to empower EdUHK students with deeper and wider knowledge in supporting students with special needs, we co-organized the “**Teacher-in-Training Ambassador Program**” with **Tung Wah Group of Hospitals** (Education Division) from 2008 to 2014. Participants learned through workshops, site visits, seminars, and the process of lesson planning and implementation.

Starting from 2014, with funding from the **Lee Hysan Foundation**, we implemented the Special Educational Needs Empowerment Project for Pre-service Teachers. This program adopts the **service learning mode** to enhance prospective teachers' confidence and competence in teaching students with special educational needs.





香港教育大學

The Education University
of Hong Kong



香港浸會大學

HONG KONG BAPTIST UNIVERSITY

大學教育資助委員會教與學資助計劃

UGC Funding Scheme on Teaching and Learning Related Initiative

2016 – 2019

Prof. Sin Kuen Fung,

Professor of Department of Special Education and Counselling and
Director of Centre for Special Educational Needs and Inclusive Education, EdUHK

Dr. Lui Ming, Ann,

Assistant Professor, Department of Education Studies and
Director of Centre for Learning Sciences, Hong Kong Baptist University

提升準教師照顧有特殊學習需要學生的能力計劃

Special Educational Needs Empowerment Project for Pre-service Teachers (SENEP)



Special Educational Needs Empowerment Project for Pre-service Teachers (SENEP)

This project aims at strengthening the training in special education in the BEd and UGC undergraduate curriculum in EdUHK and HKBU. This 2-year project will systematically and purposefully nurture committed pre-service teachers to become competent special educational needs (SEN) teachers through a ‘horizontal’ and ‘vertical’ ‘Service-Learning Model’.



香港教育大學

The Education University
of Hong Kong



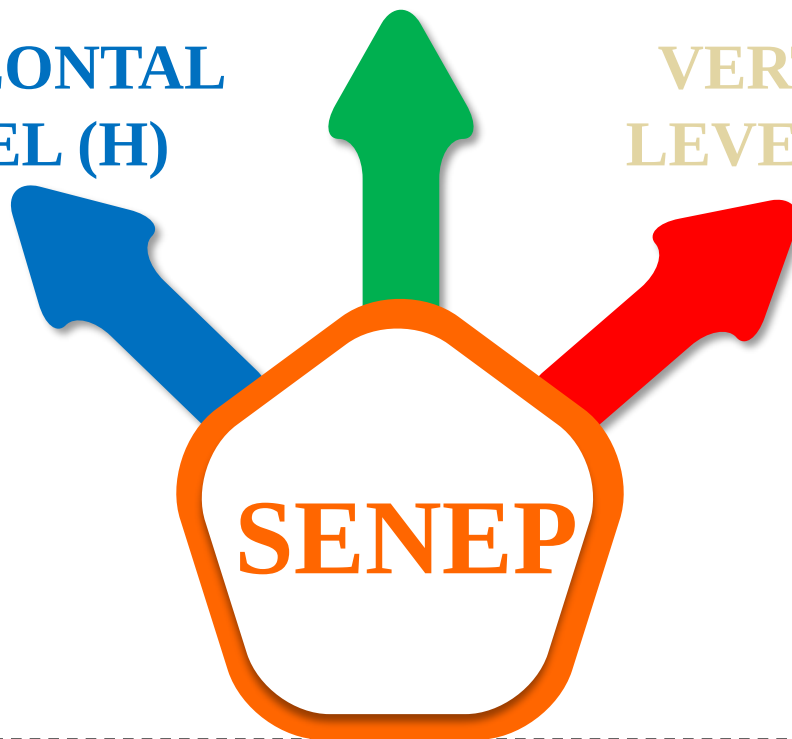
香港浸會大學

HONG KONG BAPTIST UNIVERSITY

**VERTICAL
LEVEL 1 (V1)**

**HORIZONTAL
LEVEL (H)**

**VERTICAL
LEVEL 2 (V2)**

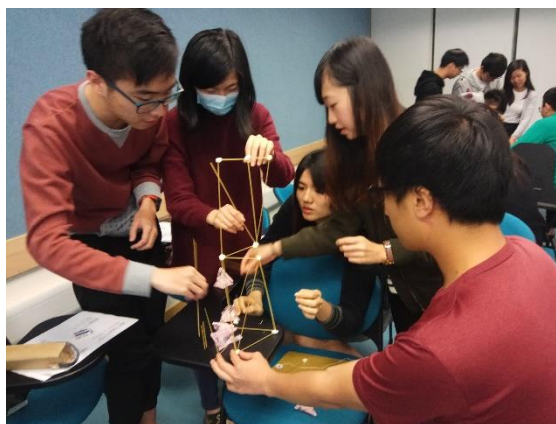


THREE LEVELS

Horizontal Level (H)



Vertical Level 1 (V1)



Self-reflection for teaching and KT

- Professional growth of expertise in the discipline
- Integrate research and practice
- Understanding the voices of different stakeholders
- Meeting the contextual needs
- Working with the team
- Building up professional network
- Trying innovative practices
- Seeking funding and resources

Report from Apple Daily on 26/4/2016

葉
25/4/16

傑出準教師改善學生專注力

【本報訊】香港準教師協會昨日舉辦第三屆香港傑出準教師選舉頒獎典禮，共36位傑出準教師分別獲頒發金、銀、銅獎及優異獎，表揚具良好教學能力及教育抱負的準教師，其中有得獎者為專注力不足學生設計專屬的課堂守則及獎勵，令學生情況大為改善。

修讀香港教育學院中國語文教育榮譽學士的梁曉彤。在一次實習中遇到一個專注力不足的小五男生，為了有效教授該男生，梁曉彤為他設計個人專屬課堂守則及獎勵計劃，「以往課堂都學過特殊教育需要學生理論，但實則接觸先可以靈

活實踐」。

經過一個學期的努力，該男生情況改善，更對曉彤說：「老師，多謝你，從來冇人讚過我。」此番話令曉彤明白到任何學生都應該獲讚賞及鼓勵，令他們有動力進步，她亦堅持所有孩子可教，不應放棄他們。

盼以生命影響生命

另一名金獎得主、就讀香港公開大學英語教學及英語研究雙學位課程的鄭誠，則以「生命影響生命」為目標。

鄭誠自小患哮喘，幸得到體育教師堅持服務母親，令他能夠參加田徑比賽，比賽的成就助他建立自信，加強了學習動機，影響他立志投身教育界，更明白到除了在課堂傳授知識外，教師應透過課外時間多關心學生，激發學生潛能。

香港準教師協會主席呂志凌表示，準教師應積極裝備自己，實踐薪火相傳理念，他亦呼籲政府支持一眾準教師，以喚起社會對他們的關注及肯定，鼓勵準教師追求卓越教學。

■記者紀靜雯



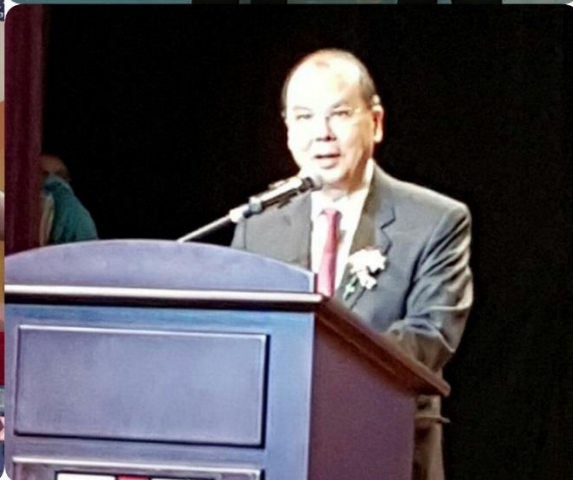
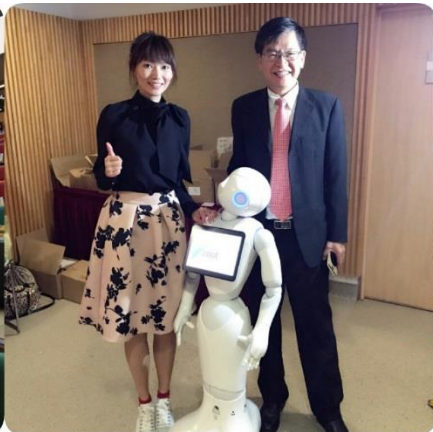
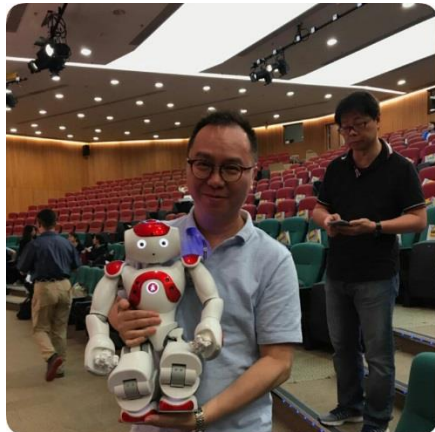
Our Alumni: Hill Hei



全球熱愛生命獎章



運用機械人於特殊教育



特殊教育電子學習教材



Outcome

Through collaborations with different parties, we hope to gather the ongoing support from different professionals and scholars to put our mission into practice to promote the development of inclusive education and relevant research.

共享學教喜悅、盡展赤子潛能
千里之行始於足下

