LEARNING SUPPORT TEAM

赛馬會「校本多元」計劃
Jockey Club "Diversity at Schools" Project

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INTRODUCTION

The Jockey Club "Diversity at Schools" Project which is funded by The Hong Kong Jockey Club Charities Trust is a joint collaboration among the Faculty of Education from The University of Hong Kong, the Department of Computing from The Hong Kong Polytechnic University, and the Department of Special Education and Counselling from The Education University of Hong Kong.

This project will continue to consolidate the "School-based Diversified Management Framework" (DM Infrastructure) through the three project initiatives of "Student Data", "Differentiated Instruction" and "Learning Support", as well as the establishment of a support mode and nurturement of teachers' self-directed learning to further enhance the capacity of schools and teachers to cater for students' learning diversity, so that each student can learn in an active and meaningful way.

In this project, the Learning Support Team provides professional training, customized school visits and regular review services to the participating schools based on the team's professional advices on how these participating schools cater for learning diversities.

Based on the five student cases selected from each school, the Learning Support (LS) Team assists all participating schools to support and evaluate these five cases in terms of five domains: Inclusion Management, Learning and Teaching, eIEP (Electronic individualized Education Plan), ECA (Extra Curricular Activities)/Small Group and Parents Engagement across tutorials and school visits, and in consideration of the roles played by three distinctive members: SENCOs (Special Educational Needs Coordinator), SENSTs (Special Educational Needs Support Teachers) and LSAs (Learning Support Assistants).

LEARNING SUPPORT TEAM

Dr. Chim Ho Yeung, Hastings (Principal Investigator)
Department of Special Education and Counselling
The Education University of Hong Kong

Dr. Hastings Chim has been a registered primary and secondary school teacher for more than 22 years. He served as an English panel head in a secondary school and is currently a senior lecturer at EdUHK, taking up the roles of Field Experience Coordinator for the SEC Department and Co-Coordinator of the BAT program. He accomplished his Doctorate specializing in Inclusive Teacher Training at the University of Bristol.

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Dr. Ho Fuk Chuen
(Consultant, Adjunct Assistant Professor)
Department of Special Education and Counselling
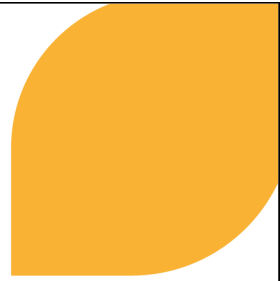The Education University of Hong Kong

Dr. Ho was previously the Programme Coordinator of the Professional Development Course (Catering for Children with Learning Needs) and Programme Coordinator of the Basic, Advanced and Thematic Courses for Teachers of Students with Special Educational Needs. He was formerly an inspector in the Special Education Inspectorate of the Hong Kong Education Bureau. Dr. Ho was the project leader of several external funded projects in the areas of dyslexia, Theory of Mind and collaborative mode of professional development for teachers.
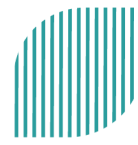
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Dr. Leung Sheung Kwan, Sharon (Senior Lecturer II)
Department of Special Education and Counselling
The Education University of Hong Kong

Dr. Sharon Leung is a senior lecturer in teacher education. Her teaching areas include managing student diversity, differentiated instruction, curriculum adaptation and assessment. With teaching experiences in mainstream schools, special schools and tertiary institutions, she is interested in promoting collaborative action research for enhancing student learning as well as teaching practice in the context of today's school environment.

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Mr, Chan Wai Man, Avstin (Guest Lecturer)
Department of Special Education and Counselling
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Mr. Chan has been a registered secondary school teacher for more than 34 years. Being the vice principal in school, he has rich experience in planning, implementing and monitoring programmes related to students' growth and development. He would like to devote his time in education after retirement because of his great passion in education.
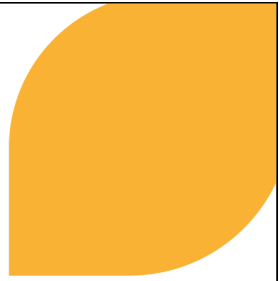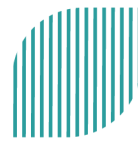
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LEARNING SUPPORT TEAM

Ms. Ching Sau Man (Guest Lecturer)
Department of Special Education and Counselling
The Education University of Hong Kong

Ms. Ching Sau Man has served in special schools and mainstream schools for more than 30 years. She has also held management positions such as principal of education center, vice principal of primary school, and executive director of charity organisation. She has extensive experience in the implementation of inclusive education, gifted education, community service and parental support. Ms Ching Sau Man is currently an instructor of the University for the Special Education and Gifted Education In-service Teachers Professional Training Programme.

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Ms. Tam Gee May (Assistant Project Manager)
Department of Special Education and Counselling
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Ms. Gee May Tam is a Board Certified Behaviour Analyst and a registered Psychologist with the New Zealand Psychologists Board. She has over 10 years experience in providing behavioural therapy for children and adults with developmental and/or intellectual disabilities in homes and schools. She has also provided supporting services for schools and families of children with special educational needs in Hong Kong.

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LEARNING SUPPORT TEAM

Miss Ng Lok Yiu, Yoyo (Project Assistant)
Department of Special Education and Counselling
The Education University of Hong Kong

Ms Ng Lok Yiu, Yoyo is a Social Science graduate from The Education University of Hong Kong. She previously worked in the Environmental field in cooperation with the AFCD. Yoyo has faith in that students with diverse learning needs could be helped based on cohesive partnership between their home and school to a great extent.

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Miss Yeung Hei Tung, Krystal (Project Assistant)
Department of Special Education and Counselling
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Miss Krystal Yeung worked in the National Sports Association. She is keen on participating in youth work and communicating with people. She believes that the provision of learning support for teenagers is important for their growth and whole person development.

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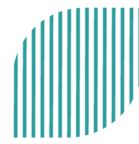
LEARNING SUPPORT MODEL

The Learning Support model is designed in a way to comply with Hargreaves & O'Connor's ten tenets of collaborative professionalism (Hargreaves & O'Connor, 2017) in which the team will work closely with the participating schools in high-level project planning and execution. We will work together to develop a course blueprint which will be a piece of thoughtful work that involves dialogue and action. In the customized school visits, the team and the observed will enter into a genuine dialogue or engage in a heated debate about the best way to help the diverse learners.

Hargreaves, A., & O'Connor, M. T. (2017). Collaborative professionalism. World Innovation Summit for Education. An Initiative of Qatar Foundation. Retrieved from https://www.wise-qatar.org/2017-wise-research-collaborative-professionalism.

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ONE THEME
FIVE DOMAINS
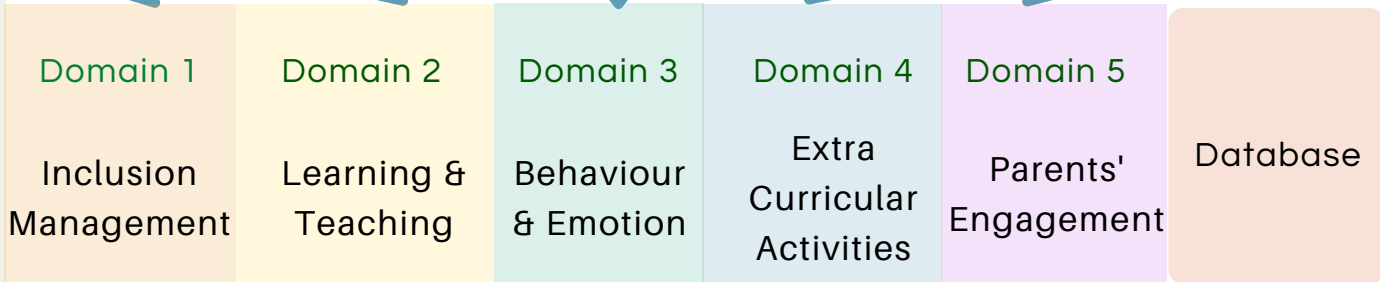# THREE KINDS OF SUPPORT

Theme: Catering For Learning Diversity
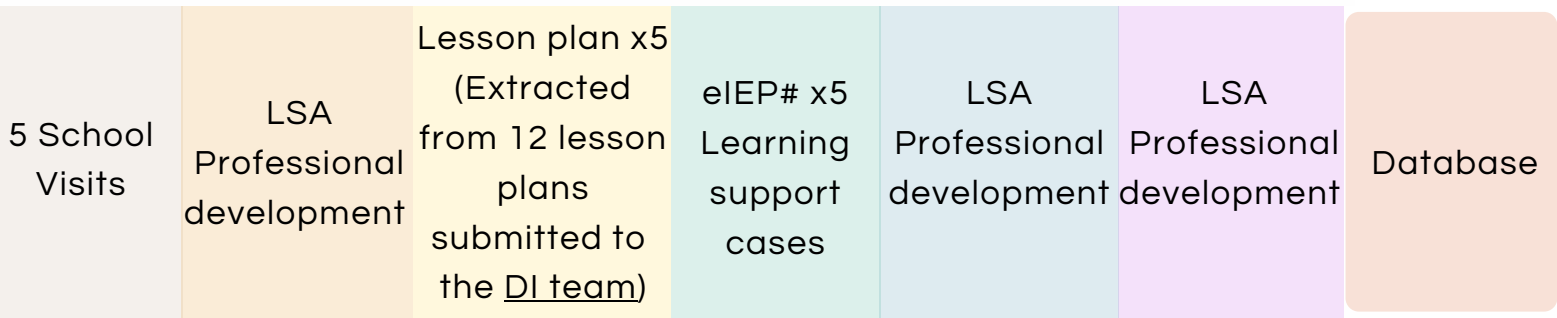
Serving SENCOs, SENSTs, LSAs@ (5-6 staff members)

Five selected cases

Three kinds of Support	Domain 1	Domain 2	Domain 3	Domain 4	Domain 5	
10 Tutorials	Inclusion Management	Learning & Teaching	Behaviour & Emotion	Extra Curricular Activities	Parents' Engagement	Database

Evaluations of tutorials

5 School Visits	LSA Professional development	Lesson plan x5 (Extracted from 12 lesson plans submitted to the DI team)	eIEP# x5 Learning support cases	LSA Professional development	LSA Professional development	Database

Evaluation of school - based support

Follow up Arrange-ments	Focus group discussion Questionnaires Summary report

Review

2nd & 3rd year*

@SENCO: Special Educational Needs Coordinator
SENST: Special Educational Needs Teachers
LSA: Learning Support Assistants

#eIEP: Electronic individualized Education Plan

*For the 6 core schools joining from 2021 to 2024
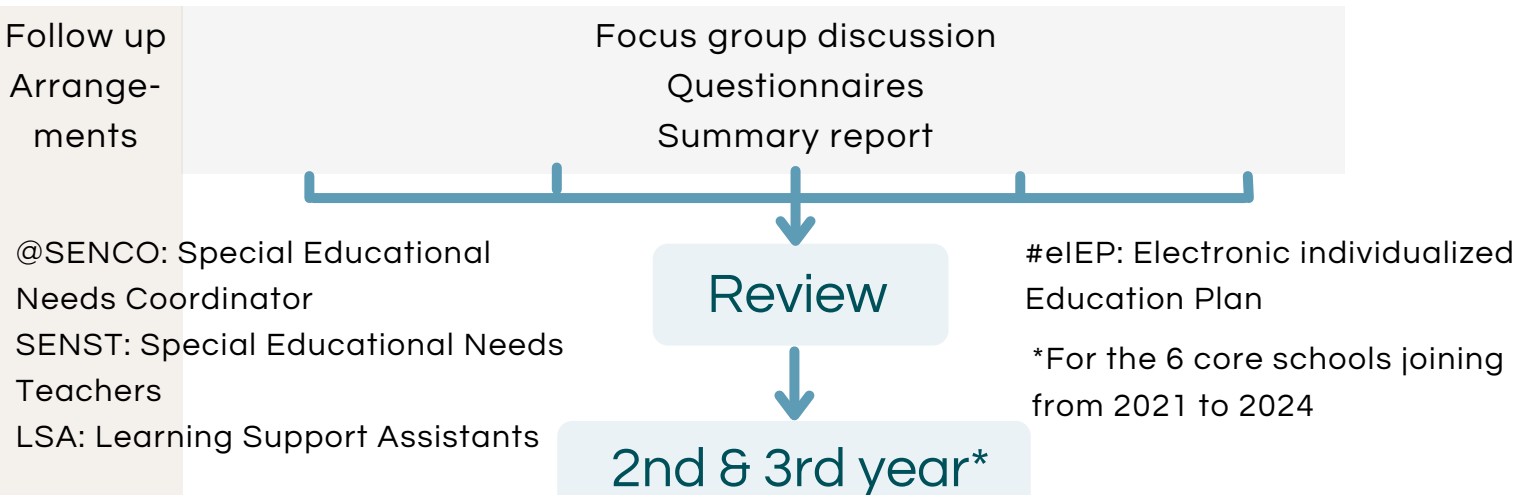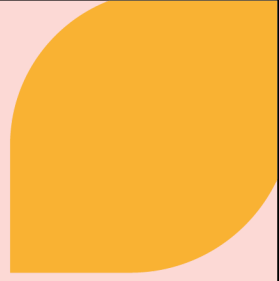
THE THREE-TIER MODEL

The project offer three levels of support that are based on the five domains:

Tier 3

Tier 2

Tier 1

Inclusion Management,

Learning & Teaching

Behaviour & Emotion, ECA, Parents' Engagement
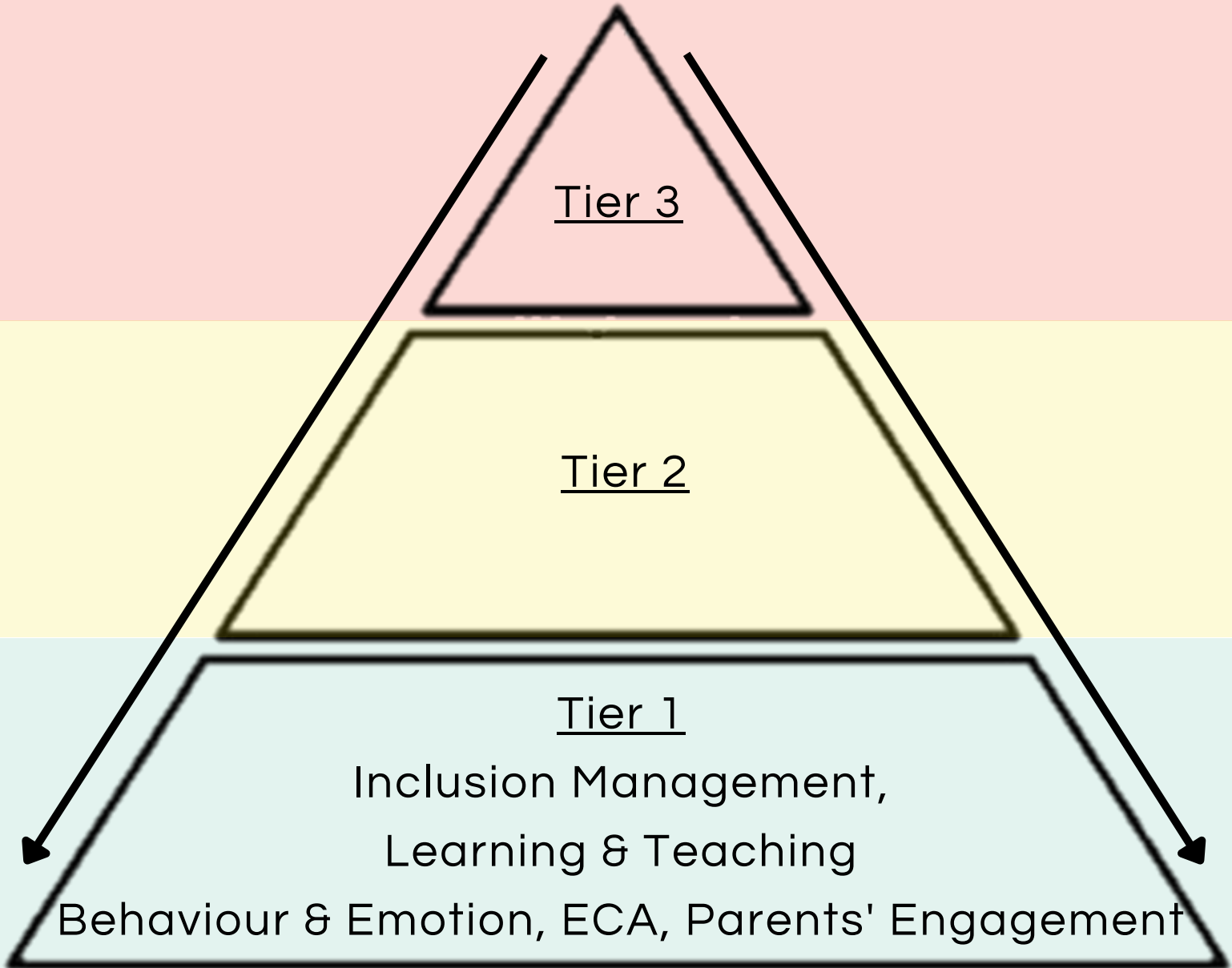
Tier 1: Support covers how we enhance inclusive teaching for the whole class

Tier 2: Support consists of small groups of students which offers interventions for behaviours and emotions in remedial setting

Tier 3: Support ultimately comprises one-to-one IEP support through the eIEP system

The interventions for parents, overall, will also be suggested for all these three tiers.

THE OUTPUT OF THIS PROJECT

(A) What we offer

Resource Sharing

- Build a cross-school learning community
- Optimize the electronic database

5 School Visits

- Assist schools to implement the "Learning Diversity Support" strategy

10 Training Sessions

- Inspire/assist schools to implement school-based "Learning Diversity Support"

Summary Report

- Evaluation of Learning Diversity Support Development
- Summary of Five Domains

(B) What we will collect from your schools to build the school-based platform

5 eIEP Cases

- New/Old Cases (Revised version)

5 Lesson Plans

- Selected from 12 lesson plans from the DI* team

or

- Existing lesson plans

5 Learning Cases (Learning Diversity Support)

- Tier 2/3/Interest/Service/ Counselling Group
- Catering to students' behavioural and emotional needs

*DI: Differentiated Instruction

TRAINING OUTLINE (PLANNING)

Tutorial 1: Behaviour and Emotion
Effective and efficient methods to address behavioural and emotional needs

SENCO

- Sharing of effective B&E management strategies to class teacher and LS team
- Bring effective B&E management strategies to classroom and home

SENST

- Applying the learnt strategies to remedial classes and/or small group skills training (T2)
- Case sharing of effective B&E management strategies

LSA

- Learning of effective B&E management strategies to use in the classroom or 1:1 individualized training

TRAINING OUTLINE (PLANNING)

Tutorial 2: Inclusion Management
- School's vision and mission
- Redefining the role of SENCO/SENST/LSA

SENCO
- Current effective strategies and limitations for collaboration and coordinating in terms of soft skills, e.g. communication and hard skills, e.g. IT
- Future suggestions

SENST
- Current effective strategies and limitations for working with SENCO, teachers, LSA and parents, etc.
- Future suggestions

LSA
- Current effective strategies and limitations for working with SENCO, teachers, SENST and parents, etc
- Future suggestions

TRAINING OUTLINE (PLANNING)

<u>Tutorial 3: Inclusive Learning & Teaching</u>
- Understanding the child's learning needs, e.g. Learning Style and Ability Level
- Effective and efficient methods of learning assessments

<u>SENCO</u>

- Sharing of effective teaching strategies to class teacher and LS team and bring effective teaching strategies to classroom and home

<u>SENST</u>

- Case sharing of effective teaching strategies previously used

<u>LSA</u>

- Learning of effective teaching strategies

TRAINING OUTLINE (PLANNING)

Tutorial 4: Tier 2 Support

- Determining how acquired skills can be applied in classroom and home
- Facilitation of skills transfer from small group to classroom and home

SENCO

- Sharing of student's acquired skills to LS team, class teachers, and parents

SENST

- Maintenance and transfer of acquired skills in classroom
- Case sharing of maintenance and generalization of acquired skills in the classroom (knowledge transfer)

LSA

- Maintenance of acquired skills in classroom
- Learning to support maintenance and generalization of students' acquired skills in the classroom

TRAINING OUTLINE (PLANNING)

Tutorial 5: Parents' Engagement
Communication between parents, teachers, LS team and professionals

SENCO
- Sharing of effective practices and strategies for parents to support child's learning and development
- Sharing of effective ways to increase effective communication with parents and their support to the school

SENST
- Developing/suggesting suitable activities for parents to do with children to help their learning and development
- Demonstrating and sharing of effective strategies to parents for use at home

LSA
- Assist SENST in developing/suggesting suitable activities for parents to do with their children
- Demonstrating and sharing of effective strategies to parents for use at home

SCHOOL VISIT OUTLINE (IMPLEMENTATION)

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Visit 1: Briefing
- Discussion of School-Based Learning Management & Measures
- Preparation before lesson observation
- Tour of the school to view its facilities and/or etc.

Visit 2: LSA Mentorship
- 2 hours

Visit 3: Learning & Teaching
- Lesson observation
- Post observation meeting
- Preparation before ECA observation

Visit 4: ECA
- ECA observation
- Post observation meeting
- Preparation for the three interviews

Visit 5: Parents' Engagement
- Discussion with the school's LS team about their communication with parents for School-based Diversified Learning

TRAINING OUTLINE (EVALUATION)

Tutorial 6-7

- Training at school
- Free topic

Tutorial 8-10

- Debriefing upon the intensively supported items from each school
- Facilitation of invaluable support experiences from a wide range of areas L&T, ECA, and Interviews
- Collection of good support examples in the database
- Cross-school visit (optional)

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LEARNING SUPPORT RESOURCES MANUAL

The handbook will be developed throughout the course of this project and will be completed by the end of this project

Electronic database for 500 sets of Inclusive Lesson Plans, eIEPs and Learning Support Cases	• Search by tag • Handy to use
School-based Learning Support	• On-site • Tailor-made
Learning Support Training Manual	• SENCO team • Case-based