

What's next for inclusive education?

A British Council Forum on Learner Diversity and Creative Teaching:
Hong Kong, 12 December 2017

1. Introduction

Following the successful conclusion of the two-year World Voices programme in 17 Hong Kong primary schools, the Learner Diversity and Creative Teaching Forum was set up as a purposeful space to gather views, opinions, bold ideas, experiences and recommendations with regard to diversity and creative teaching in schools in Hong Kong. It included a mix of keynote speeches, workshops and discussions that covered global, national and local perspectives on inclusion and inclusive schools. The day was attended by over 120 people including teachers, academics, NGOs, parents, specialists in special education need, and British Council teachers.

2. Objectives

1. To provide educators with a platform to share perspectives and experience on learner diversity in Hong Kong and internationally.
2. To provide teachers with practical, creative teaching ideas to use in their classrooms to promote learner diversity.
3. To connect academics and policy makers with those who are working at the front lines (e.g. teachers, educational specialists) and those experiencing the effects of government policy (e.g. parents, NGOs) to gain new or update perspectives.

3. Opening comments: Sophia Chan-Combrink, Head of Education and Society, British Council Hong Kong

Sophia Chan-Combrink set the tone for the Forum by talking about the British Council's work Hong Kong around science, art and inclusive education, talking specifically about the success of the World Voices programme. This was a two-year programme running in 17 Hong Kong primary schools, which set out to improve inclusive education in these schools through singing and rhythm. Outcomes showed improved engagement and motivation of children in the participating P1-4 classes and an increase in teacher confidence in relation to trying more inclusive teaching strategies.

Sophia also talked about the concept of inclusion as one that is wider than children with special educational needs or a disability; she talked about all children (and adults!) as having different, additional learning needs, and that this needs to be our starting point when we are considering our culture, policies and practice around inclusion.

4. Session summaries

4.1 *Keynote speech: Inclusive pedagogies for students, with practical tips for teachers and principals* (Siân Williams, Education and Leadership Consultant, British Council)

Siân Williams launched the day by considering the global perspective around inclusion using the UN Sustainable Development Goals and Convention on the Rights of the Child. She went on to explore equitable access and engagement – the two main components of inclusive schools – and to propose that a more useful way to consider the concept of inclusion is to think of it as a journey of constant improvement rather than an absolute. The second half of Siân’s presentation focused on what schools can do on this journey through the areas of culture, policy and practice. She suggested:

- Some methods for addressing cultural barriers to inclusion, covering the Medical and Social Models of Disability, unconscious bias and social relations theory.
- What is needed from school leaders around policy direction, communication and continuing professional development (CPD) for teaching staff.
- A three-pronged approach (knowing, doing, believing) to improving staff practice by making sure staff have: i) the right level of knowledge about inclusion and about useful classroom strategies; ii) the opportunity to practice these strategies in a supportive environment; and iii) the self-belief that they are capable of making a difference to children’s lives.

Siân finished with a call to action for participants to join the inclusion journey by aiming for equitable access and engagement through the removal of as many barriers to inclusion as possible for as many children as possible.



Left: Siân Williams gives the keynote speech. Right: Audience at the session.

4.2 *Panel discussion: Diversity and creative teaching*

i. Dr Wan, Wai Yan Sally, Professional Consultant, Chinese University of Hong Kong

Sally presented her findings from three studies about Differentiated Instruction (DI) in Hong Kong schools – one exploring pre-service teachers’ beliefs and two exploring in-service teachers’ beliefs and involvement in professional learning communities. Her review of these studies has resulted in four key messages about DI, as follows:

Message 1: Teacher Education

Teacher education must include:

- Information about DI

- Explicit instructions and guidelines about DI
- Classroom techniques and routines to support DI
- Opportunities for teachers to reflect collectively on their experiences with DI

Message 2: Teacher Development

Teachers need to be supported to develop a sense of personal teaching efficacy (PTE) as the more developed this is, the more prepared the teacher is to use DI.

Messages 3 and 4: School and Teacher Development

Sally's third message covered the need for schools to develop administrative, curriculum management and professional development strategies to support DI, proposing that professional development could be embedded within the job. Sally also posed an interesting question about whether DI and public examinations are mutually exclusive, or whether teaching using DI might actually fulfil academic needs just as well as less differentiated teaching – so killing two birds with one stone.

Sally's final message supported teacher involvement in professional learning communities as this supports their potential use of DI. She ended by posing some questions about what the needs might be in schools to support such learning communities.

ii. Tritia Samaniego, Director of Participant and Alumni Impact – Asia Pacific, Teach for All

Teach for All work with 14 partner countries in the Asia Pacific region. Tritia talked about Teach for All's work with 46 partner organisations to develop a shared vision around collective leadership. In particular she talked about the application of Universal Design to learning in order that learning is accessible to everyone. Tritia talked about three underlying features of Universal Design for learning, based on neuroscience:

- The 'Why' of learning ie. how we achieve engagement for all.
- The 'What' of learning ie. how the learning is presented.
- The 'How' of learning ie. giving multiple options to students to express what they know.

Tritia gave some examples of how Teach for All has worked in different countries to apply Universal Design to learning – for example in Malaysia where small learning groups were set up and teachers observed each others' practice, and Spain where children were taught about learning and this became a focus on teacher-student conversations. She also talked about how Universal Design has changed teachers' conversations with parents about their child's learning. Tritia went on to describe how using Universal Design has led to collective leadership, for example in India and Malaysia students have engaged with finding solutions to problems in their local communities. She ended with a call for educators to develop a clear idea of *why* they want to be inclusive as this will then lead to shared understanding and a shared vision.

ii. Professor Cheng Kai Ming, Emeritus Professor, University of Hong Kong

Professor Cheng set out the arguments for individualised learning in the context of a changing world. His starting premise is that we want students to learn everywhere, and that to make this happen we need to be exploring it from both a macro- and micro-level.

At a macro-level, Professor Cheng asked whether the current education system in Hong Kong is preparing children for the future, given that:

- Society has changed: for example production is now focused on creating desire rather than meeting needs, so we are moving to a model of less quantity of each product, but more variety.
- The workplace has changed: eg. we are moving away from pyramid bureaucracy to 'one-stop' operations where a wide variety of information can be found from one point; jobs are less secure so more people are working on a freelance basis, therefore the employer-employee relationship is more diverse.
- Careers have changed: careers are less stable and more insecure; lifelong commitment to one job is changing to more frequent changes of career throughout a lifetime.
- The world is not peaceful.

At the micro-level, Professor Cheng talked about the fact that although we have discovered a lot about learning through fields such as neuroscience, psychology and philosophy, we have not applied this learning to our education systems. We know, for example, that learning is about sense-making, it is individual, it is based on experience and it is constructed through our experiences. However, our education systems focus on mass production through standardised examinations: lots of what we do in schools is not conducive to learning.

Professor Cheng proposed a need for a different education system that prepares children for the changes described above, arguing that this system needs to be based on individualised learning. He talked about the importance of school leaders and teachers in moving towards this system, and the role of policy-makers in encouraging the shift – shared vision, collective leadership and whole school commitment are key here. He also talked about the examinations system as a major constraining factor, but emphasised the amount of innovation going on in schools as a hopeful sign.

He ended with two pieces of advice. Firstly, we have to build on the strengths of our students – they are on our side! Secondly, we have to have something to aspire to in terms of the education system – rather than a deficit model - in order that our expectations of students are high.





Top 2 pictures: Speakers at the Panel discussion (from left to right): Professor Cheng Kai Ming, Tritia Samaniego, Dr Sally Wan and facilitator Anita Ellis

Bottom: Faride Shroff, from SENSational Consultancy, asking a question to the panelists

4.3 Parallel Session A: A week in the life of...

During this interactive session, Stuart Gunn from Hong Kong Rugby Union and Twiggy Chan from Boaz International Educational Institute shared their experiences of learner diversity in the populations of clients and students they work with and facilitated discussions on how these experiences intersect with the experiences of other participants.

As the session progressed, six questions for further discussion emerged and were captured for further analysis.

- i. What happens when a learner becomes aware of their 'diversities', either through formal diagnosis or in some other way? Who 'walks that road' with them? How do younger learners differ in their self-perceptions vis-a-vis their special needs from adults?
- ii. When confronted with challenges that seem insurmountable in mainstream education, how (if at all) do learners of different diversities and identities draw meaning and value from their studies or from extracurricular activities? Do neuro-diverse students value the same things as neuro-typical students in education? If they don't, do schools have the ability to draw out those ideas of what's valuable for all their students?
- iii. Do accommodations made by teachers, programmes or institutions build independence? When is 'extra' help not actually helpful? How can accommodations support learners in becoming more independent?
- iv. Do 'programmes' themselves create exclusion by their very nature? What do 'inclusive' programmes look like if 100% participation isn't possible?
- v. Given Hong Kong's multilingual society, in what languages should programmes for diverse learners be delivered or created? Can institutions provide support in many languages? What if a subject, topic or process a student wants support in isn't available in that language at their school?
- vi. Many teachers have very little time to adapt or differentiate their lesson plans or materials to support diverse learners. How can teachers be given the freedom to do so while also meeting their academic deliverables?



Stuart Gunn (top left) and Twiggy Chan (top right), speakers of the Parallel Session A: A week in the life of....

Bottom: Experience sharing and interaction between speakers and participants

4.4 Parallel Session B: To boldly go – envisioning the future...

In this session, Pat Huang and Doreen Lo – two women who have most certainly been bold in their beliefs and practice around inclusive education - shared their experiences of their journeys in this area.

Pat talked of her personal journey that has taken her from being a teacher working in a Band 1 school to her current post as a teacher in a school for children on the autistic spectrum. This journey took her - via some deep self-reflection about the need to learn how to change her teaching to be more inclusive following contact with a child who she felt wasn't making the right sort of progress in her class because of her own teaching style – through a significant amount of study both in Hong Kong and abroad (Finland was particularly inspirational for Pat, where inclusive education is the norm and practice is well embedded). Her travels and studies have helped Pat achieve her aim of working more inclusively as a teacher as well as enabling her to facilitate others' learning, including student teachers'.

Pat urged educators to consider the following question when thinking about inclusive education: *"How can you teach the way they learn?"* She also talked about the importance of school culture, reflecting that – in her direct experience – when the school culture is vibrant, supportive and inclusive, *"you become a better teacher."*

Doreen, a committee member from EDiversity Ltd, spoke about the journey she has shared with EdDiversity partner schools that have embarked on a 'Learning by Doing' programme. During the first year of the programme, specialists work with teachers to plan and model

lessons that are highly interactive and practical; during the second year, teachers take the planning and delivery lead with ongoing support. Doreen talked about the need for, and aims of, the programme in relation to the top five features of happy schools from a survey carried out through the UNESCO Framework for Learner Wellbeing in the Asia-Pacific:

- Friendship and relationships in the school community
- Warm and friendly learner environments
- Learner freedom, creativity and engagement
- Teamwork and collaborative spirit
- Positive teacher attitudes and attributes.

Doreen went on to talk about the process of changing teachers' mindsets through knowledge and practice through the partnership model the programme has developed, which includes teachers, academics, specialists and parents (whose role is key in the programme, and Doreen urged the audience to make sure they are always included).

Doreen reported positive results from the Learning by Doing programme for learners with a whole range of additional needs, particularly in terms of engagement in, and enjoyment of, learning. EdDiversity has plans to expand the programme to more schools.

The discussion that followed the presentations was wide-ranging and led to a variety of recommendations that – to avoid repetition – will be summarised in the final part of this report.

The challenge from Doreen and Pat to everyone involved in shaping inclusive Education in Hong Kong in the future can be summed up as *'How bold can we go?'*



Pat Huang (top left) and Doreen Ho (top right), speakers of the Parallel Session B: To boldly go – Envisioning the future...

Bottom: Discussion and interactions between speakers and participants.

4.5 Parallel Session C: Agile networking

Participants in this session networked with each other by discussing a series of questions. The notes from these discussions follow.

- i. *Whose minds would you like to change and how have you gone about doing that?*

- **Children** – empowering children to realise that whatever their gender, ethnicity or need there is always a way to get on in life. In other words, there is support for you from the Education Dept., various NGOs in Hong Kong, teachers and schools etc. to find firm footing. So never give up and be resigned to your ‘fate’.
- **Adults in general** - make adults more aware of the difficulties the next generation will face. Money won’t fix the problems we’ve been talking about at the symposium. However, changing mindsets to a more positive slant, will.
- **Parents** – they are known to go through an actual grieving process when confronted with the diagnosis that their child has something ‘wrong’ with them, whether it is a disability or a special need. This is *especially* the case with successful parents. So here, such parents must begin the process of acceptance early on and cherish the things their child *can* do in order to lend positivity to aspects that they are unable to do or find difficulty with.
- **Local Teachers** – even though teachers have increasingly become more open to change, their attitude to ethnic minorities in schools must evolve if such children are ever going to get a fair education, (when compared to Chinese children in the same schools in HK.) For children of ethnic minorities, it is the acquisition of the Chinese language, in both its forms, that is one of the most important issues for any future work they might get in the territory. Yet, the overall attitude of local teachers towards this appears to be one of resignation – “Chinese is too difficult for them because they do not have Chinese parents, so why bother spending too much time and effort trying?” In other words, low expectations and also a lack of role models breed poor results for children from ethnic minority groups.
- **International Schools** – under the backdrop of long waiting lists, high fees and debentures, these top-tier schools have the relative freedom to pick and choose students. If they have a choice between accepting a child with a behavioural ‘problem’ or one without, for example, past form suggests that they will favour the well-behaved child. Unlike public schools, international ones appear to not have the same social responsibilities placed upon them.
- **Curriculum Development** – one tool to help change people’s mindsets in general would be to open up space in the various curricula in Hong Kong.
- **Corporate and private companies’ social responsibility** – Hong Kong has one of the most supportive corporate sectors in the world linking business with charities. Even so, more can always be done to help the next generation prove to be valuable assets to this community.

ii. *List some typical questions you get when you speak to others about inclusive education.*

- Will there be individual learning?
- Testing – will the students have to ‘play the game’?
- Sexuality – is this going to be addressed? How to coordinate an appropriate response to teenage students’ possible unconventional sexual preferences?

iii. *How can the various sectors in our society tilt the perception of inclusive education to be more of a positive one?*

- **Normalise inclusivity** – similar to what *Sesame Street* has been doing over the decades; for example, present images of students with disabilities participating in

everyday activities with able-bodied ones on school notice boards. Or put up positive images of ethnic minorities doing the same types of things around the school.

- **Role Models** – in terms of language, ethnicity, and gender, more positive role models should be out there for various groups to help with any aspirations they wish to follow – lack of hope can be a major challenge to achieving your goals. These role models don't have to be just posters put up around schools, this concerted drive should also be visits to schools from, for example, female airline pilots / female engineers or other role models that can chip away at the perceived 'norm'.
- **Media Message** – Similar to the above ideas, various minority groups would do well to have role-models seamlessly integrated within storylines of soap operas, or other TV programs, plus website content, the radio or any other arm of the media.
- **Change the software** – true integration comes when the surrounding architecture is designed to include all comers. Interconnectedness in ideals does not come easily and should be engineered top-down, from government, to school, to child.
- **Learning soft skills** - Allow students to foster soft skills in schools as well as knowing how to succeed in tests. In this ever-changing marketplace, people generally don't have jobs for life any more, so must fall back on soft skills to weather any future storms they may encounter. Thus, we need to teach resilience for any future change the student may encounter.
- **Me-first** – as society, HK has been characterised as being both unfair and tribal in the way that self comes before society. Raising awareness for ALL children should be the goal from all concerned parties.
- **Negative language** – change this and you will change mindsets.
- **Identify Strengths** – Identify the strengths the students have through testing. Instead of saying to the child, *"Your grammar is terrible"*, focus on their strengths in a systematic way. So, say *"Did you use your [strength] today?"* Or, *"Well done for using interesting vocabulary in this poem"*.
- **Inclusivity Council** – this should be set up by the government to assist with change.

iv. How can we learn from other sector's challenges?

- **Trade** – this sector has had to be totally global in its outlook, sensitive to various cultures' needs and perspectives in order to succeed.
- **Iceland / Finland** – the challenge here was to eradicate unfair advantages for those with money. Here you do not have a choice of school. All schools are equal in their excellence and it is illegal to set up a private school. The best schools are therefore the ones closest to where you live.

Going forward, the group felt that, to support inclusive education, change is needed in:

- Management culture both in schools and Higher Education Institutions (HEI's).
- Some HEI's to better support students with additional/special needs.
- Input about inclusive education for teachers at pre-service level.
- The amount of networking and partnership working that takes place around practical projects related to learner diversity.

The group made a suggestion that the British Council in Hong Kong could have a role in:

- Supporting NGO's to prepare for requesting funding.
- Bringing NGO's and funders together.



Participants discussing a series of questions at the Agile Networking session.

5. Concluding session: Overview of diverse learning needs in Hong Kong

Professor Sin, Kuen Fung, Director of Centre for Special Educational Needs and Inclusive Education, Education University of Hong Kong.

Professor Sin ended the day by giving participants a comprehensive overview of inclusive education (IE) – referred to as integrated education in official documents – in Hong Kong.



Left: Professor Sin Kuen Fung provides a comprehensive overview at the end the forum.

Right: Audience floor of the Concluding session.

5.1 Background to IE in Hong Kong

Hong Kong has a twin track approach to students with special educational needs and/or disabilities (SEND) i.e. of the 5% of students with SEND, approximately 43,000 are integrated into mainstream schools and 8,000 attend one of Hong Kong's 61 special schools. Parental choice is an important part of the system. The whole range of SEND is represented within these 52,000 students and they are supported by a wide range of professional staff. Legally, they are protected by laws around free and compulsory education and disability discrimination, but there is no specific law covering special education.

The history of IE in Hong Kong dates back to 1993 with a statement of six aims that includes the following:

“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.”

Since 1993, various reforms have taken place to support IE, with the last major change coming in 2008, when Hong Kong ratified the UN Convention on the Rights of Persons with Disabilities.

Since 1997, schools are expected to develop a whole school approach to SEND and diversity, supported by funding, teacher training and consultation/support. There are five integral principles within the whole school approach:

1. Early identification.
2. Early intervention.
3. Developing a whole school approach.
4. Home-school cooperation.
5. Cross-sector collaboration.

Schools have three success criteria to reach:

1. Developing an inclusive school culture.
2. Developing a clear policy for IE.
3. Developing established practices for IE.

They are expected to be able to offer three tiers of support:

1. Quality classroom teaching for students with short-term and/or minor difficulties.
2. Extra support for students with continuous learning difficulties.
3. Targeted support for students with severe learning difficulties.

5.2 *Next steps for IE in Hong Kong*

- i. Teacher empowerment through enhanced teacher training framework*
(30-hour basic course; 90-hour advanced course and thematic courses on specific types of SEND lasting 40-60 hours)
- ii. Recommendations from Legislative Council of Hong Kong: Subcommittee on IE:*
 - a) Include IE/SEND education as a core module in pre-service teacher training programmes.
 - b) Provide more incentives for in-service teachers to undertake further IE training.
 - c) Set a training timetable for school leaders and teachers.
 - d) Examine the feasibility of on-site school training.
 - e) Develop a collaborative partnership between academic and teaching professions to develop and support teacher capacity.
- iii. Recommendations from the Equal Opportunities Commission report on the Hong Kong IE system:*
 - a) Early identification.
 - b) Schools take an active role in IE.
 - c) Effective management of IE.
 - d) Effective teaching for IE.
 - e) Develop the role of the SEN Coordinator.
 - f) Develop whole school approaches to SEND.
 - g) Use Individual Education Plans (IEPs) for SEND students.

- h) Develop caring cultures in schools.
- i) Develop home-school partnerships.
- j) Involve the local community.
- k) *Focus on transition.*

6. Where next?

Various themes came up over the course of the day that participants felt need further attention going forward.

6.1 *Systemic change*

Banding, examinations and assessment came up regularly as issues over the course of the day, with a shared view from participants that discussions need to take place between the government and the education sector around each of these areas.

6.2 *Developing consistent teacher approaches to inclusive education*

Teacher practice is where change happens at a grass roots level so teacher education is vital. Examples mentioned during the day referred to the importance of teachers' personal beliefs, their knowledge and the ability to practice; both pre-service and continuing professional development needs to address each of these areas.

6.3 *Developing the potential of the Special Educational Needs Coordinator role*

These upcoming roles could be instrumental in progressing inclusive education in Hong Kong. There is a need to ensure that these roles work within the Social Model of Disability principles rather than the Medical Model.

6.4 *Making use of resources*

High-quality inclusive education does not necessarily require an enormous bank of resources; the message coming through from the symposium was to use whatever you have within the spirit of inclusive education – that will make a change.

6.5 *The early childhood sector*

Make sure these staff and settings are included in whatever inclusive education projects and programmes take place.

6.6 *Involving the community*

Educate and mobilise parents and other community members around inclusive education – this will lead to a culture change at home, a more positive climate around schools and ongoing support for developing inclusive education.

6.7 *Involving students*

Students are at the centre of inclusive education: their voice matters. All stakeholders need to develop ways/systems to ensure they feel included and develop inclusive values for the future, for example: listening to their views; involving them – as appropriate - in decision-making; designing opportunities for them to collaborate with each other and to reflect on the process.

6.8 Working with the government

This recurring theme involved participants wanting to make it clear to the government that high-quality inclusive education is not just about money (see the above point in relation to resources). Participants felt strongly that there needs to be involvement in inclusive education from senior figures within government in order to give it a high status, and that the government needs to model the values of inclusive education in their policies, so giving educators permission and motivation to make changes to local policies and practice and supporting/challenging as necessary.

6.9 Collaboration for innovation

There is clearly a need going forward for all stakeholders involved in inclusive education to collaborate in order to make change happen. There is therefore a related need for coordination of activities. The British Council may be able to take on a role to bring NGO's and funders together (see notes from Parallel Session C) but there is a need for a wider coordinating role to bring stakeholders together at strategic and operational levels to give the inclusive education agenda a unified and strong voice.

7. Feedback from the day

The following comments are taken from the feedback given by participants in the day.

7.1 What worked well

- Inspirational keynote
- Impressive input from Professor Cheng
- Well facilitated parallel sessions
- Sharing of practice in parallel sessions was useful
- The networking arrangements in Parallel Session C worked well
- Conclusive summing up at the end

7.2 Even better if...

- More practical suggestions in keynote
- More in-depth outline of Differentiated Instruction and Universal Design during the panel discussion
- There was more of a thread running through the panel discussion so that it was clearly focused on one topic
- More time for discussion in parallel sessions and to meet different people
- All speakers were engaging
- Students perspectives were included

7.3 Comments

"It is a great forum that is worth organising regularly to connect key stakeholders and pool up joint efforts to seek for solutions."

"This is a very good chance to let us know about the recent development of certain aspects of streams".

student might not be able to survive in a diversified work environment.

Instead of going deep to 'special education needs', or 'inclusive education', Professor Cheng suggested the concept of 'diversity' should allow people to broaden their perspectives in education. He said Sian Williams's presentation in British Council's education forum was 'succinct and precise'. He referred this to Sian's sharing of medical treatment for SEN students. The current system tried to define diversified learners as 'SEN' students. Once being labelled, students had to receive 'medical' treatment. Schools or teachers also used this approach when they their students.

Towards the end of the commentary, Professor Cheng called for a change of admission criteria in local universities. Universities should avoid selecting students based on exam results only and overlook their Other Learning Experiences (OLE) achievements.

kidsmust.com

免費家長研討會：英國文化協會「多角度探討融合教育與創意教學」教育論壇，
2017-12-04

<https://www.kidsmust.com/inculsiveeduforum/>

Word Count: 966 words

...英國文化協會將於 12 月 12 日舉辦教育論壇「多角度探討融合教育與創意教學」。屆時，英國文化協會教育及領袖培訓顧問 Siân Williams 會親身來港參與，香港大學榮休教授程介明教授等多位本地教育專家及非牟利教育機構負責人亦會出席論壇，以及分享對學習差異與創意教學的見解和...

Translation:

The British Council will host “‘What’s next for inclusive education” — A forum on Learner Diversity and Creative Teaching: Gathering Perspectives’ on 12 December. Siân Williams, an education specialist from the British Council UK, will be visiting Hong Kong to share her global experiences in education.

SmartParents (Study and Learning section, Circulation: 236,000, word count: 2,053, ad value: HK\$174,000)

11 January 2018

Headline: Reducing differences in learning; Singing to learn English; English vocabulary as lyrics

辭彙變歌詞

拉近學習差異 唱歌趣學英文

「歌有種魔法作用，當小朋友唱歌時，他們會更積極投入課堂。」英國文化協會資深教育及社會項目主管陳潔萍指出：「『開心同唱』是協會在全港的重點工作之一。『開心同唱』計畫專為在學的多文化學習需要，旨在協助老師利用歌曲輔助教學。」

「開心同唱」計畫由去年開始，至今已進入第三年。在過去兩年，該計畫已在全港超過一百間學校推行，惠及超過一萬名學生。在過去一年，該計畫更進一步，將重點放在協助老師利用歌曲輔助教學，並透過一系列活動，如工作坊、研討會等，為老師提供專業支援。

「開心同唱」計畫的核心理念是「以歌為媒，以學為樂」。透過將英語單詞和句型融入歌曲中，學生可以在輕鬆愉快的氛圍中學習英語。此外，該計畫還提供了一系列教學資源，包括歌曲、歌詞、圖片等，以方便老師在課堂上使用。

陳潔萍表示，該計畫的成功之處在於它能夠滿足不同學生的學習需求。對於一些學習能力較弱的學生，歌曲可以幫助他們更好地理解和記憶英語單詞。對於一些學習能力較強的學生，歌曲可以激發他們的學習興趣，並提高他們的學習效率。

在過去一年，該計畫還推出了一系列新的活動和資源。例如，他們舉辦了一場「開心同唱」音樂會，邀請了多位知名歌手和樂隊參與演出。此外，他們還推出了一系列新的歌曲和歌詞，以滿足不同學生的學習需求。

陳潔萍表示，該計畫將繼續努力，為更多學生提供優質的學習資源和專業支援。她相信，透過「開心同唱」計畫，學生可以更加輕鬆愉快地學習英語，並提高他們的學習成績。

投入唱跳 主動開口

「打開課本的第十頁，今天要教的單詞是……」上英文課時，學生往往感到枯燥，難以投入課堂學習。協會資深小學（語文組）英文老師何曉霞表示，部分有學習困難的學生上課時無法專注，「學習新單詞對他們是一個大挑戰，他們亦沒有興趣閱讀。」

校方上學年參加了「開心同唱」計畫，將課堂學習唱歌、身體律動、音樂欣賞和講故事等教學方式。在學校試行後發現學生的投入程度大增，遂於本學年在小一、二推出「開心同唱」計畫。期間學生積極唱歌、遊戲和故事等活動，並透過圖片、圖片、圖片等方式，提高學習興趣。教學和歌曲教材都老師根據課本主題編制，不會與課本課程分離。

何曉霞指出，部分有特殊學習需要（SEN）的學生九月開學上課時，只讀到十個單詞，難以投入課堂學習。直至十月後開始自創教學方式，「現時他們開始投入課堂活動，願意唱歌和朗誦詩歌，甚至會一起跳舞。」

舊曲譜新詞 記憶持久

數量多少往往影響學生的英文能力，但英文記憶與理解是困難，老師為其熟練的英語上詞，加入學生學習的單詞或句子結構，有老師以天氣及季節為主題，改編《Oh My Darling, Clementine》，填上「Spring is warm and Spring is foggy—Summer's hot and Summer's sunny」等。這會使歌詞與內容向學生提問，學生可從中學到自然的發音規律，不但速度較快，記憶亦更持久。

此外，以手偶輔助教學，老師可「扮鬼扮馬」變換不同角色，創作令人印象深刻的金句，與學生互動，激發學生無限的想像和想像，提升學習成效。老師更可善用手機為自己設定一個身分，帶領學生參加課堂活動，例如利用電子手偶向學生提問問題，包括它的名字、年齡、聲音和外貌等，又可以讓學生分擔英文歌曲，協助它傳達意思等。

六大核心能力「悄悄」萌芽

面對眾多學習困難，有閱讀、聽覺、動能及想像力等，是二十一世紀應具備的核心能力。英語文化協會近年與多間學校合作，開展音樂活動，在音樂及核心能力教育上為學校提供支援，為學習困難的學生提供學習機會。Dr Williams表示，該計畫為兩部分，先為老師及主任等介紹六大核心能力的意義，鼓勵他們在課堂中加入相關元素，再為老師提供一系列活動，包括歌曲、圖片、圖片等，以方便老師在課堂上使用。

此外，該計畫還提供了一系列新的活動和資源。例如，他們舉辦了一場「開心同唱」音樂會，邀請了多位知名歌手和樂隊參與演出。此外，他們還推出了一系列新的歌曲和歌詞，以滿足不同學生的學習需求。

陳潔萍表示，該計畫將繼續努力，為更多學生提供優質的學習資源和專業支援。她相信，透過「開心同唱」計畫，學生可以更加輕鬆愉快地學習英語，並提高他們的學習成績。

顧問Richard Frostick會到訪學校，向老師分享教學技巧。

陳潔萍

老師在課堂中引導，感受唱歌的魔力。

教育
升學

溝通
教養

生活
消閒

保身
健心



校外留宿 學在真實場景

除了為英國文化協會進行教師培訓外，Siân Williams近年亦於英國積極推廣中小學的戶外留宿學習活動，並成為「Learning Away」計畫的教育顧問。該項目為英國全國研究，運用行動研究法 (action research) 探討相關活動的好處，「〇九年至一六年共有六十所中小學及特殊學校參與研究，我們鼓勵學校帶學生走出課室，設計結合學術課程的高質素戶外留宿活動。」她舉例，有小學在教授第一次世界大戰歷史時，講及不少孩子被逼與父母分離，遷移至郊區逃避戰禍，老師就籌辦了一次模擬逃亡遷徙活動，根據當年路線從倫敦市區走至郊區，學生要按照那時候的衣着、飲食等生活數天，彷彿穿越時空體驗逃難的艱辛。



「Learning Away」計畫讓學生走出課室，通過留宿活動學習知識。



Siân Williams

親身體驗 印象深展潛能

有學校為三至六年級學生設計跨學科的主題活動，其中五年級學生前往海邊露營，學生須學習游泳和潛水，增強求生技能；他們又會分組進行沙灘研究和實驗，認識沙灘生態、海岸生物和大海的威脅等，涉及地理及數學知識；學生須利用實驗及分析結果進行創意寫作，最後要在其他組別面前匯報。

體驗式學習不但令學生對課程內容有更深刻印象，更能讓他們發揮所長。Siân指出，學生各有擅長的技能，投入學習的程度大增，有人擔當領袖，在出發前協助老師安排行程和活動，有人到達後搭帳篷、煮食等，學生通過做自己擅長的事提升自信心，而分工合作亦建立團隊精神，「在戶外學習過程中，老師成為引導者，與學生一起解決困難問題，使師生關係變得更親密，而這種關係更能在留宿活動後繼續維持。」

目標計畫清晰 減費用負擔

以往部分學校雖有舉辦宿營活動，但大多是前往戶外康樂中心，由中心導師帶領活動，玩樂成分較重，學生未必有得益，加上費用昂貴，很多家長無法負擔。Siân表示，參與「Learning Away」的學校在舉辦活動前，必須有清晰的目標和計畫，包括訂立科目學習目標、考慮對學生成長的幫助及可持續學習等，以豐富學生的學習經歷。

降低成本亦非常重要，「在戶外康樂中心，每名學生一周收費高達二百五十英鎊（約二千六百港元），但現在由老師設計活動，住宿可在郊外紮營、與其他學校交換住宿等。」Siân指出，有學校在二、四、六年級分別舉辦過夜活動，每名學生參加三次活動的費用，合共只須七十五英鎊，大大減輕家長的負擔，亦令更多學生受惠。



學生在戶外學習時，可發揮各人擅長的技能，投入程度大增。

Smart Parents, a Chinese-language parenting magazine, published a two-page feature of World Voice (pp. 16-17) and one-page feature of Siân's Learning Away Project (pp.18) today. The feature of World Voice includes some quotes from Miss Katherine O, an English teacher of one of the participating schools in World Voice. Miss O said she applied the skills learned from the teacher training in World Voice to a new reading and singing programme in her school. She said singing helped SEN students to fully take part in lessons, they sing and answer questions.

The feature also highlighted quotes from Sophia, spokesperson of World Voice programme, for example, 'Singing has magical effects on children. They are more active in classes when they singing'; 'Some SEN students have been transformed, for example, they initiate to solo or lead their fellow classmates to perform various movements such as clapping.' In addition to World Voice, the feature introduced British Council's work in Malawi in inclusive education and core skills. Sophia mentioned the British Council in Hong Kong is going to launch core skills training and she hopes the project will provide training for teachers in 30 local primary schools.

The overall tone of the feature is neutral to positive.

<http://sp.stheadline.com/smartparents/>