

World Voice

童心同唱

Education programme
教育計劃

World Voice Hong Kong
Teachers' Forum –
Creative approaches in
addressing learner diversity
in Hong Kong



Wednesday 24 May 2017

What is World Voice?

World Voice is a teacher-training programme, developed by the British Council, which trains primary school teachers to use singing as a pedagogical tool to enhance children's learning in a wide range of subjects. World Voice is aimed at teachers who have no musical training and who may not be able to sing.

Since 2013 the British Council has introduced World Voice to 16 countries across the world and is developing the programme in a further four. In each country, World Voice is tailored to meet local curricular, pedagogical and cultural needs. For example, in Senegal, Jordan, India and Kenya, the World Voice programme focuses on English learning.

In Hong Kong, the World Voice programme runs differently. We focus on the diversity of learning needs of the children (e.g. learning difficulties, behavioural problems.) to ensure that they feel **socially included with the neuro-typical children** as well as to adequately equip the teachers to teach in mainstream schools. The programme has been endorsed by the Education Bureau in Hong Kong.



甚麼是 World Voice「童心同唱」？

World Voice「童心同唱」是由英國文化協會開拓的教師培訓計劃，旨在訓練小學教師以歌唱輔助教學，提升孩子在不同學科的學習成效。參與這個培訓計劃的老師，毋需具備音樂或歌唱經驗。

自 2013 年至今，英國文化協會已把「童心同唱」計劃推廣至 16 個國家，未來更會拓展到 4 個新增地點。每個國家的「童心同唱」計劃都會按照當地的課程、教學和文化需要而特別設計。舉例說，在塞內加爾、約旦、印度和肯尼亞，當地的「童心同唱」計劃均以英語學習為重點。

在香港，「童心同唱」計劃則聚焦在孩子多元化的學習需要(如學習困難、行為問題)，期望促進他們與一般孩子之間的社交共融，並協助老師裝備自己。這項計劃亦已獲得香港教育局的全力支持。

World Voice Objectives in Hong Kong

1. To promote the use of singing and music teaching techniques in all subjects.
2. To support the inclusion of all pupils in the lesson.
3. To capture and sustain the interest of all pupils.
4. To encourage teachers to use livelier and more engaging techniques.
5. To improve classroom management and encourage a positive learning atmosphere.
6. To help raise achievement across the curriculum.

香港「童心同唱」計劃的目標

1. 推廣在所有學科以歌唱及音樂技巧輔助教學
2. 支援融合教育
3. 增進及維持所有學生的學習興趣
4. 鼓勵老師採用生動和較具吸引力的授課技巧
5. 改善課堂管理，建立積極正面的學習環境
6. 提升各學科的教學成效



World Voice Hong Kong beneficiary story



Mrs Chan, a mother of three, has noticed gradual improvements in her children's attitude towards learning English over the last two months. Her children attend a primary school in Hong Kong which participates in the World Voice programme. The programme offers training to teachers to use singing as a pedagogical tool.

Mrs Chan said her younger daughter often sings English songs when she is back home from school. 'She sings all the time, be it bathing or playing. She can sing the full songs from the beginning till the end.' Her daughter had previously failed her English dictations twice; in the most recent dictation, however, she earned 92 marks and was able to recite both full sentences and vocabulary.

'These improvements made her happy and boosted her confidence towards learning. She asked if I was happy when she got these high scores and whether I noticed her progress,' Mrs Chan said.

Developed by the British Council, the World Voice programme in Hong Kong not only aligns with the Hong Kong government's policy of supporting children with special education needs, but also helps broaden the definition of inclusive education in society. Through training workshops, teachers are equipped with the skills to help students with diverse learning needs, such as learning difficulties and behavioural problems, to feel socially included in the classroom. The British Council invited World Voice Artistic Director Richard Frostick from the UK to conduct training workshops and visit schools to observe lessons. Teachers are equipped with online teaching resource kits to improve efficiency in teaching and promote inclusive learning in everyday lessons.

Miss Mina Hui, who has been teaching English for 20 years, said children in Hong Kong face many difficulties in learning English. 'The majority of children in Hong Kong do not use English in their daily lives. They find it extremely difficult to learn the language and they are afraid of it. They cannot learn when they lose the confidence.' Two years ago, she volunteered to take part in the World Voice training programme. Now, she is a 'Master Trainer' of the programme and helps her peers to use singing in the classroom.

'I once taught my Primary 6 class a song about jobs and they learned the relevant vocabulary from the lyrics. While taking a test, a student asked if she could answer the questions by using the words that she learned from the song. I said of course! Then she worked on the test while singing the song.' Hui said she believed that singing helps students enjoy learning and try to write in English.

So far, 17 local primary schools have participated in the World Voice programme, benefitting more than 1400 students and over 70 principals and teachers.

There are benefits for parents too. 'I realise that learning English is enjoyable and not dull at all!,' Chan added.





The British Council hosts the World Voice Hong Kong Teachers' Forum on "Creative approach in addressing diversity learning needs in Hong Kong".

In this Forum we bring together Hong Kong academics, expertise, teachers and parents to discuss a number of challenges or issues surrounding students with diverse learning needs students. There are a view to progressing policy thinking and schools practice in the following areas:

- 1) Defining the types of diverse learning needs?**
- 2) Current policy, support and opportunities for students with diverse learning needs.**
- 3) What is the current situation that teachers face every day?**
- 4) How to address the challenges/ issues? What are the creative approaches?**
- 5) Forecasts and future opportunities**

Aims and Objectives

The Forum will provide a platform for participants to:

- Examine the key challenges/ issues facing teachers, parents and students**
- Share and discuss the latest policy direction**
- Sharing good practices and innovative ways to address students with diverse learning needs?**

World Voice Hong Kong Teachers' Forum – Creative approach for addressing diversity learning needs in Hong Kong

24.05.2017



10:00 am	Session One Defining the types of diverse learning needs? Current policy, support and opportunities for students with diverse learning needs What is the current situation that teachers face every day?
11:15 am	Break
11:30 am	Session Two How to address the challenges? What are the creative approaches?
12:45 pm	Lunch break
1:45 pm	Session Three Forecasts and future opportunities
4:00 pm	End of programme

Biographies

Session One

Dr. Ferrick CHU, DBA

**Head, Policy & Research
Equal Opportunities Commission**



Dr. Chu joined the Equal Opportunities Commission (EOC) in 1996 and led a team of officers in the Disability Division to investigate and conciliate disability discrimination complaints. He took a key role in developing the Code of Practice on Education issued under the Disability Discrimination Ordinance before he took up his role as Head of Policy and Research of the EOC in 2003. With effect from April 2015, he also takes up training and consultancy functions of the EOC. Dr. Chu is now the Director of Policy, Research and Training Division of the EOC.

Outside his employment, Dr Chu has served as Honorary Consultant of the Hong Kong Epilepsy Association between 2003 and 2013; as Member of the Hong Kong Advisory Council on AIDS between 2005 and 2011; and as Member of the Mental Health Review Committee since 2013.

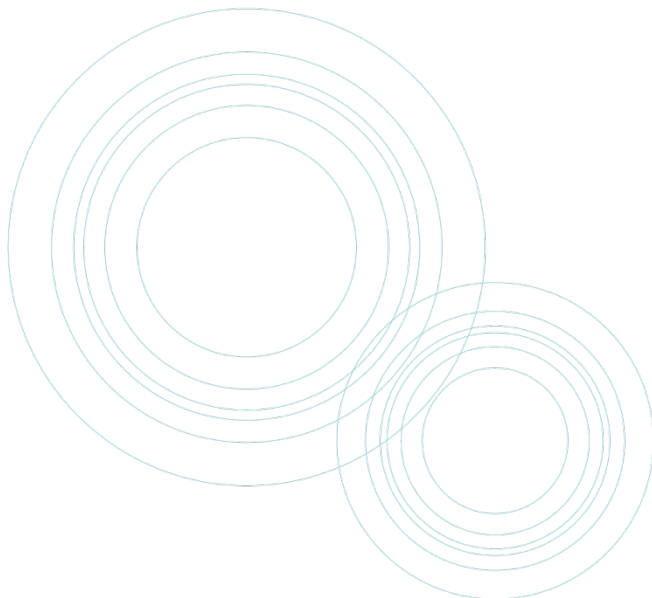
Ms Katherine O

**Teacher
Taoist Ching Chung Primary School
(Wu King Estate)**



I attended secondary school in the UK and then returned to Hong Kong, completing a bachelor's degree in BSS (Hons) in East Asian Studies City at University of Hong Kong and a master's degree in Arts in English Studies at Lingnan University of Hong Kong. A highlight of my education was attending Simon Fraser University in Canada, where I attended a special immersion programme in Immersion programme for primary English language teachers.

Over the course of my career, I have taught at schools with a wide range of students, from high achievers to students with lower abilities or those who needed more assistance. As a teacher, I have coordinated a Shakespeare 4All drama group and a school's English musical. I have also worked with the Education Bureau on the Seed Project, which aimed to develop students' reading skills in the upper primary levels, as well as on the EDB's school development team, which helps schools create a school-based literacy programme for the lower primary levels.



Session Two

Ms Clara Fong

Auditory – Verbal Therapist



Ms Clara Fong is the Guest Speaker of the Centre for Special Educational Needs and Inclusive Education at The Education University of Hong Kong. Besides, she has been ready to stand by the EDB running the Thematic Course on Supporting Students with SEN since 2010.

By the time Clara began bringing up her only son with hearing impairment over two decades ago, she had already become committed to dedicating her life to the field of Diverse Learning Needs & Inclusion by means of expertise to satisfy those in need as far as she could.

She has been fortunate enough to acquire valuable experience of teaching children with different syndromes in Hong Kong, Mainland China and Macau since she achieved the relevant qualifications.

Having much experience of consultancy and training for the teachers to handle children with disabilities in various organisations, including local NGOs, Ms Clara Fong is now further engaged in not a few activities as regards special needs and inclusion. All such services cover the Program Producer of Radio Television Hong Kong - Community Involvement Broadcasting Service (CIBS) - “Listen & Talk 1-3” (39 episodes) and “You’re in Bright, I’m in Dark” which are financed through The Community Involvement Broadcasting Fund (CIBF), The Tin Ka Ping Foundation and The Otic Foundation respectively.



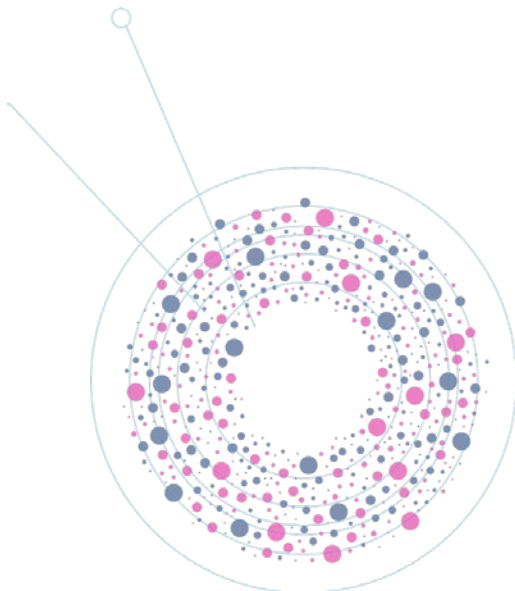
Ms Monique Pong

**Founder and Artistic Director
Music Children Foundation Limited**



Bachelor of Music degree from the Hong Kong Academy for Performing Arts majoring in piano with Ms. Eva Lue, and in music pedagogy with Professor Eleanor Wong. Piano studies at Ecole Normale in Paris with the late Germaine Mounier, Chairmaster of The International Frederic Chopin Piano Competition. As a passionate and devoted music educator, Monique Pong has acquired over 25 years of experience in child education and teacher training, making her work at the Music Children Foundation a natural continuation of her passion for introducing the world of music to young children.

She has vast experience and competence in music education and conducting performance and workshops for teachers and students. Founded Music Children@Shamshuipo programme and Music Cradle@Shamshuipo since 2013, aiming to provide underprivileged children with free comprehensive music education programme through the teaching of music instruments, music appreciation, and attendance of music and other multi-dimension arts performance.



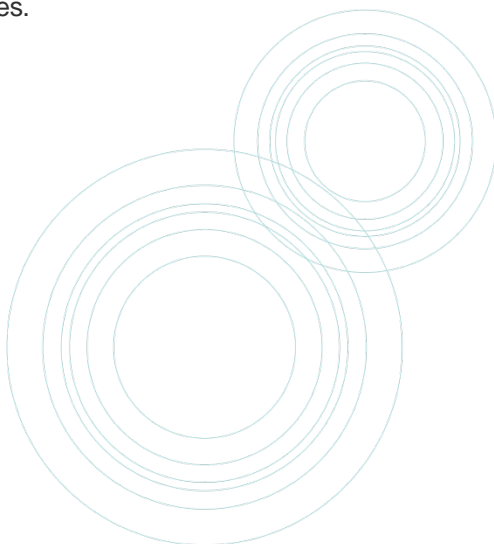
Dr. Masa Leung

**Curriculum Leader
Jockey Club “Learning by Doing” Academy**



Masa Leung, Doctor of Education (CUHK), Master of Science (University of Leicester), Bachelor of Education (The University of Liverpool). Recently the Curriculum Leader of Jockey Club “Learning by Doing” Academy, part-time teaching practice supervisor of CUHK and EdUHK, part-time internship supervisor of CUHK and HKBU. In her 12 years freelance life, she has worked with educational institutions from the level of kindergarten to universities, including a special school. She worked previously for Curriculum Development Institute, Education Bureau as the Senior Curriculum Development Officer as well as The Hong Kong Sports Development Board as a Sports Development Manager. In her early years of career, she served at CUHK and CityU as lecturer & instructor respectively.

During the journey of raising her two daughters, Masa recognizes and appreciates individual differences of human. The engagement in the EDiversity initiated “Learning by Doing” Academy Project further intensifies her devotion to offer each child all-round development according to his/her own attributes.



Session Three

Dr. Eria Ping-ying Li

**Honorary Consultant
Autism Hong Kong**



Dr. Eria Li's professional background is occupational therapist. She received her PhD from The University of Hong Kong. Her work experiences include clinical service, university teaching and thesis supervision, research and consultancy. Right now, she is the Honorary Consultant of Autism Hong Kong. She is also the Consultant of the Centre for Special Educational Needs and Inclusive Education at The Education University of Hong Kong. Over the years, she has been actively involving in the service development and research for people with developmental disabilities including those with autism spectrum disorder (ASD). Her research interests include inclusive education, vocational rehabilitation, community inclusion, and quality of life of people with developmental disabilities. She has published in various peer-reviewed local and international journals. Since 2010, she has been supporting the service development for people with development disabilities in mainland China, Macau and Cambodia. She is one of the ASD specialists in Hong Kong.

Professor Kenneth Kuen-Fung Sin

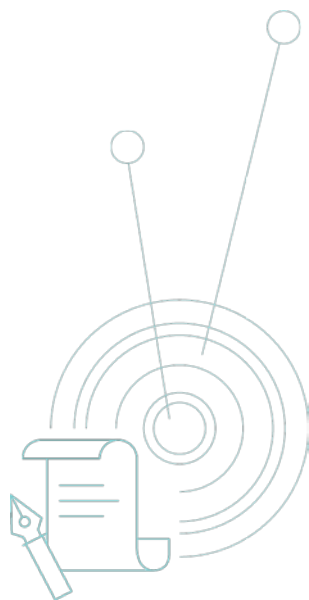
Director

**Centre for Special Educational Needs and
Inclusive Education
The Education University of Hong Kong**



Professor Kenneth Sin is the Director of the Centre for Special Educational Needs and Inclusive Education and the Professor in the Department of Special Education and Counselling at The Education University of Hong Kong in Hong Kong. His expertise and research lie in the area of supporting students with special educational needs and professional development in inclusion. He has great consultancy experience in many local research projects as well as the training work for teachers teaching children with disabilities in Mainland China and Macau. He also takes part in many community activities, in relation to special needs and inclusion. He was invited to be the school council members of some special schools, members in some task groups for giftedness, inclusion, special needs and child welfare in Education Bureau, Curriculum Development Institute, Hong Kong Examination Assessment and Authority and Social Welfare Department. He is also appointed as the executive members, committee members or chairs in many NGOs for serving kids with special educational needs, persons with visual impairment, hearing impairment, intellectual disabilities, autism and behavioral difficulties. He is leading a number of research funded by GRF for special needs and projects for school based support in inclusive schools, teacher empowerment in BEd programs and special needs training in China.

Notes



For programme details 計劃詳情

<https://www.britishcouncil.hk/en/programmes/education/world-voice>

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