

**Project Title:**

**Catering for Learner Diversity and Special Educational Needs through the Use of Diversified Learning and Teaching Strategies and Learning Progression Framework (2021/22)**

**1. Support Service Co-ordinator**

School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

**2. Network Co-ordinating School**

Hong Chi Winifred Mary Cheung Morninghope School

**3. Objectives**

The project aims:

- to implement multi-dimensional pedagogical and assessment strategies in core subjects with reference to the Learning Progression Framework to record students' performance, so as to promote the effectiveness of learning and teaching
- to enhance the learning effectiveness of students with Special Educational Needs (SEN) by refining the school-based curriculum and assessment accommodations that cater for their learning needs
- to enrich the pedagogical strategies and skills of teachers to teach SEN students
- to help Participating Schools develop and promote school-based and multiple assessment strategies so as to cater for learner diversity

**4. Foci of Support**

- To apply the Learning Progression Framework among the school-based curricula of major subjects (Chinese Language, Mathematics and General Studies). Designing learning and assessment activities to record and follow students' learning performance through meetings with teachers
- To rate students' learning performance and planning the learning targets and strategies for the next stage through moderation meetings, and strengthening the connection between the school-based curriculum and Learning Progression Framework
- To help teachers design a school-based curriculum and assessment accommodations according to students' learning needs through meetings, observations and exchange to enable students with different abilities to learn effectively
- To organise regular on-site meetings for discussions on the implementation of collaborative teaching, collaborative lesson planning and preparation of learning and teaching materials, teaching tools, record charts and assessment charts, and review students' learning outcomes through lesson observations and evaluation meetings and to fine-tune the project accordingly
- To conduct collaborative teaching and lesson study, to facilitate the use of various learning and teaching strategies in the required classes and subjects, such as the use of graphic organisers as platforms for discussion and thinking, implementation of cooperative learning and multisensory

learning as well as the application of the multiple modes of learning in lessons for enhancing the pedagogical effectiveness and catering for learner diversity

- To help the Participating Schools promote the effective learning and teaching strategies for SEN students in their schools at the later stage of the project
- To plan and organise seminars and workshops so as to foster the growth of teachers and parents
- To facilitate teachers to make observations with one another and exchange through school visits and collaboration, so as to foster a culture to support SEN students with a Whole-School Approach and teacher professional development

#### **5. Modes of Support**

- Collaborative lesson planning and preparation of learning and teaching materials
- On-site collaborative teaching and lesson study
- Seminars or workshops on pedagogical strategies
- Opening up of campus and lessons of Networking Co-ordinating School

#### **6. Expectations on Participating Schools**

- Teachers of each Participating School form a collaboration team and one senior teacher of the school will be the responsible person for discussing the support arrangement
- Representatives of the Participating Schools attend the related meetings held in the school year with the Network Co-ordinating School and other Participating Schools on formulating strategies and work plans, etc.
- Participating Schools are open in attitude and be ready to make administrative arrangements, such as timetabling, manpower arrangements and resource allocation
- Participating teachers are willing to share and attempt to apply various learning and teaching strategies
- The teacher representative(s) of the Participating Schools attend the territory-wide sharing session held by the project
- Participating Schools share with other teachers their experiences in school-based curriculum development and the materials and resources they develop, e.g. work plans, learning and teaching materials, research reports, student work. (The copyright of these materials will be owned by the Quality Education Fund.)
- Participating Schools observe strictly their legal obligations and, in all cases, comply with the Copyright Ordinance in developing school-based learning and teaching materials