



New Senior Secondary Curriculum

Special Educational Needs

New Senior Secondary Curriculum and
Assessment for Special Schools

Education Bureau
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Introduction

The consultation report "*Action for the Future - Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools*" published in August 2006 has charted the way forward for the New Senior Secondary (NSS) academic structure for special schools. The NSS academic structure will be implemented in September 2009 and all students including those in special schools will receive 6 years of free secondary education.

The Characteristics of NSS Curriculum

The NSS curriculum is broad and balanced. It provides a wide range of subjects complemented by Other Learning Experiences (OLE) to facilitate the whole-person development of students.



Is the NSS curriculum in special schools the same as that in ordinary schools?

- ◆ *Special schools admitting students with special educational needs but without intellectual disabilities*

The same curriculum framework is adopted for these students. Like their counterparts in ordinary schools, they will take 4 core subjects and 2 or 3 elective subjects (including Applied Learning (ApL) courses), and acquire OLE.

4 core subjects

Chinese Language, English Language, Mathematics and Liberal Studies (LS)

+

2 or 3 elective subjects

Choose 2 to 3 out of 20 elective subjects (including ApL courses)

+

OLE

Including Moral and Civic Education, Community Service, Physical Development, Aesthetic Development and Career-related Experiences

◆ *Special schools admitting students with intellectual disabilities*

In principle, all students should learn under the same curriculum framework. To promote the effective learning of students with intellectual disabilities, we have implemented collaborative research and development projects, in which the curriculum framework was adapted and revised in accordance with feedback on student learning as well as advice from teachers and local and overseas academics. The NSS curriculum for students with intellectual disabilities will also include core subjects, elective subjects and OLE.

3 core subjects

Chinese Language, Mathematics and Liberal Studies/ Independent Living (LS/IL)

+

2 or 3 elective subjects

Schools will operate different elective subjects based on their individual situations and students could choose 2 to 3 elective subjects (including ApL courses).

+

OLE

Including Moral and Civic Education, Community Service, Physical Development, Aesthetic Development and Career-related Experiences



Student Assessment

Students' learning performance, their attainments and the activities participated at senior secondary level will be recorded in their "Student Learning Profiles" (SLP) as evidence of their achievements.

How to assess the performance of students in special schools under the NSS academic structure?

◆ *Special schools admitting students with special educational needs but without intellectual disabilities*

Like their counterparts in ordinary schools, students in special schools pursuing ordinary curriculum will take part in the Hong Kong Diploma of Secondary Education Examination. They will be assessed by the same standard. Hong Kong Examination and Assessment Authority (HKEAA) will provide special arrangements, such as seating arrangements, extended examination time and ancillary aids, if necessary.

◆ *Special schools admitting students with intellectual disabilities*

Students' learning outcomes and progress will be reflected through administering school-based assessment and making reference to the "Individualised Education Programmes". Students' learning experiences and achievements could also be recorded in their SLP as evidence of their whole-person development.

In order to help promote assessment for learning in schools and to properly reflect the learning progress of individual students, we have developed, through the collaboration with local and overseas specialists, a learning progression framework respectively for Chinese Language, Mathematics and Liberal Studies/ Independent Living for students with intellectual disabilities. We will collaborate with the HKEAA in exploring the ways for improving existing assessment methods and the long-term development of systemic assessment for recognising students' efforts and their learning outcomes.



How could parents support their children in learning?

In order to improve the learning outcomes of their children, parents are advised to cooperate with schools closely and enhance their communication. They should actively participate in various activities organised by schools so as to understand the performance of their children in learning and provide feedback to schools. Through the concerted efforts of parents and school, students will achieve better results in their learning.