Quality School Improvement Project: Support for Learning Diversity

1. **Support Service Co-ordinator:** School-based Professional Support Section, Quality Assurance and School-based Support Division, Education Bureau

2. **Support Service Provider:** Hong Kong Institute of Educational Research, The Chinese University of Hong Kong

3. **Areas of Support**

   Quality School Improvement Project: Support for Learning Diversity (QSIP-SLD) is a professional support program for secondary schools. It is an extension of Quality School Improvement Project (QSIP), which aspires to assist schools in catering for students’ learning diversity through:
   
   - creating an environment conducive to quality education in catering for learning diversity and enhancing students’ learning effectiveness
   - facilitating schools to develop a self-improving process and deep-inquiry mechanism with a strong evidence base, and to sustain their development in catering for students’ learning diversity

4. **Foci of Support**

   The project provides tailor-made and site-based support to schools. Through support at various levels (including school level, curriculum level, classroom level and individual level), the project aims at:
   
   - clarifying teachers’ paradigm and perception on the understanding of “learning diversity”, in a broader perspective of teaching and learning
   - facing the challenge of learning diversity in the sense of sustaining students’ learning motivation through enriching their learning experiences
   - developing curriculum and teaching strategies for students with different development needs: stretching abilities for high achievers and strengthening foundation knowledge for low achievers
   - building the capacity of principals, middle managers, curriculum leaders, instructional leaders in enhancing learning and teaching and catering for learning diversity
   - promoting and actualising the concept of assessment for learning in catering for learning diversity

5. **Modes of Support**

   - The project adopts an interactive, holistic and comprehensive approach to address the complexity of learning diversity. Such approach, in contrast to the piecemeal or “one method cures all” support, is more favourable for sustainable development
   - The project treats each school as an individual case. The implementation program for each school
shall be based on the contextual analysis and need identification of the school

- The support of the project focuses on both macro and micro dimensions in catering for learning diversity. The macro level support (e.g. clarification of teachers’ paradigm on “learning diversity”, building consensus) emphasises on building a favourable environment to cater for learning diversity. The micro level support stresses on concrete strategies to enhance students’ learning experience and motivation. The forms of touch-base support include action learning, lesson planning, lesson observation and analysis, student workshop and activity, and whole school staff development workshop

6. **Expectations on Participating Schools**

Participating schools are expected to:

- have a strong desire and readiness for catering for learning diversity, especially in enhancing learning and teaching effectiveness and students’ growth
- form a strong core group to closely collaborate with the professional support team in identifying needs and objectives in catering for learning diversity

7. **Points to Note**

- Project schools shall receive a one-year support service
- This project is an extension of Quality School Improvement Project (QSIP), which shares the core values and support strategies of QSIP in providing comprehensive, interactive and organic professional support to schools

8. **Enquiries**

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