

Catering for Student Differences



Indicators for Inclusion

A Tool for School Self-evaluation and School Development

**Education Bureau
Hong Kong Special Administrative Region Government**

**July 2003 - first edition
April 2004 - second edition
August 2008 - third edition**

This document can be downloaded from:
http://www.edb.gov.hk/FileManager/EN/Content_6596/Indicators-082008_E.pdf

Acknowledgement

The Education Bureau wishes to express gratitude to the Centre for Studies on Inclusive Education (CSIE), U.K. for the generous sharing of its “Index for Inclusion: Developing Learning and Participation in Schools (2000)” which was written by Tony Booth and Mel Ainscow and edited and produced for CSIE by Mark Vaughan.

It has been our major reference in the course of preparing the Hong Kong version of “Catering for Student Differences ~ Indicators for Inclusion”.

Contents

Introduction	1
Objectives	2
Functions	2
Dimensions	4
Illustration	6
<i>Catering for Student Differences: Indicators for Inclusion</i>	
The Indicators	8
Indicators and the Observable Features	
I – Management and Organization	11
II – Learning and Teaching	15
III – Student Support and School Ethos	22
IV – Student Performance	30
Appendix	32
Performance Indicators for Hong Kong Schools 2008	
Reference	38
Enquiries	41

Introduction

In the recent years, the Hong Kong education sector has been driven by a desire to provide high-quality education for all children. Attention has been given to ways in which schools and classrooms can be developed in response to student diversity.

The publication of OFSTED (Office for Standards in Education, UK, 2000) which provides guidance to inspectors and schools offers a definition of an inclusive school as follows:

'An educationally inclusive school is one in which the teaching and learning achievements, attitudes and well being of every young person matters.

Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties....'

(OFSTED Evaluating Educational Inclusion: Guidance for Inspectors and Schools, reference no.235, p.4)

Inclusion is concerned with the learning and participation of all students, not only those with impairments or those who are categorized as 'having special educational needs'.

Moves towards inclusion are about the development of schools. They are essentially about changing attitudes, beliefs, behaviour and actions within the school.

The 'Catering for Student Differences ~ Indicators for Inclusion' is a school development instrument. It is concerned with improving educational attainments through developing a supportive school ethos for staff and students. It assists staff in a detailed examination of the possibilities for increasing learning and participation in all aspects of the school for all students. This is a systematic way of school development planning, setting priorities for change, implementing developments and reviewing progress.

Catering for Student Differences ~ Indicators for Inclusion

Objectives

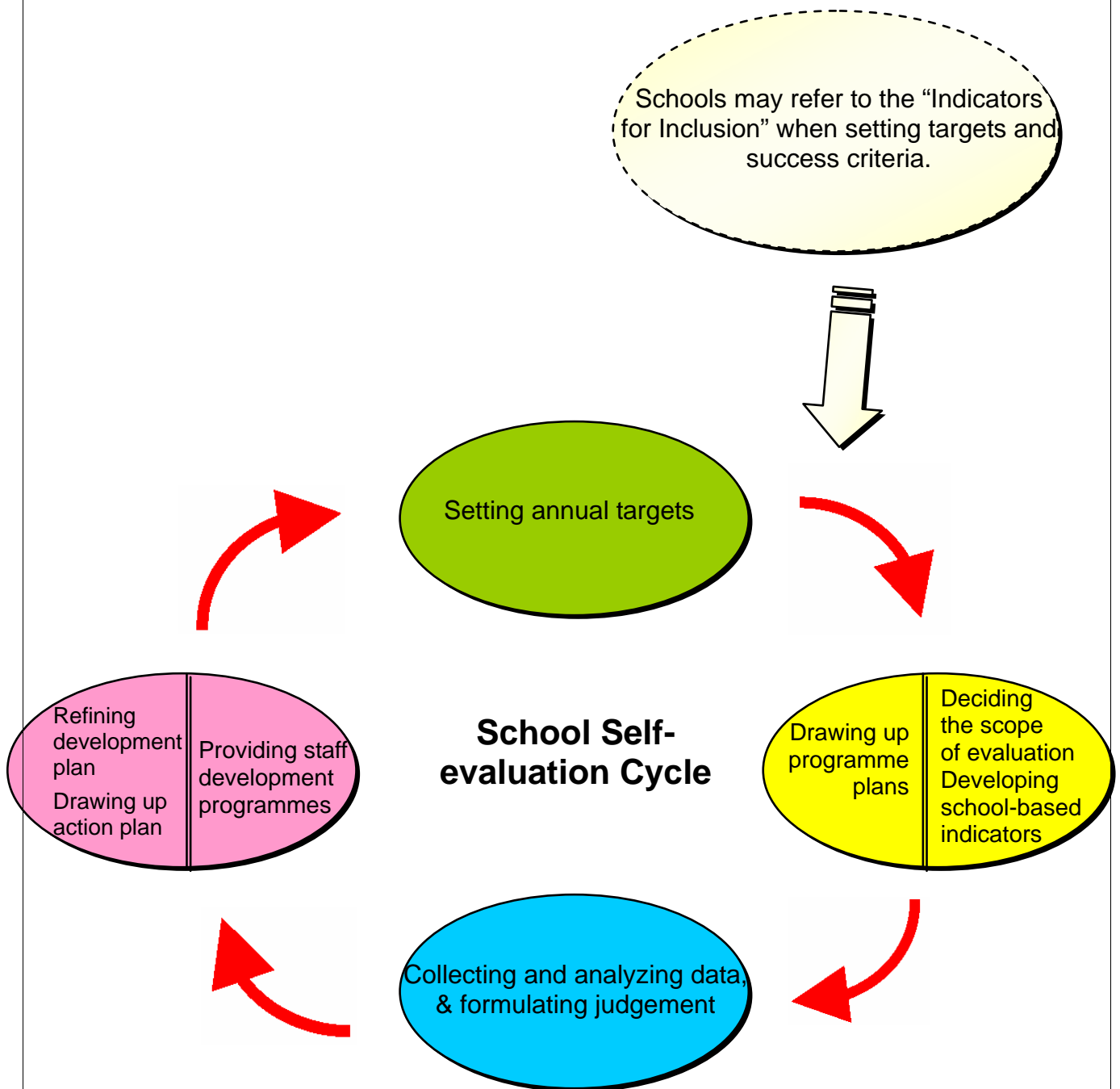
The objective of this set of Indicators is to enhance the capacity of schools in catering for student differences, in order to provide high-quality education for all students.

Functions

The “Indicators for Inclusion” is-

- (1) a *self-evaluative tool* for critical analysis and reflection in all areas of life of the school;
- (2) a highly *interactive tool* to facilitate collaborative team approach in the school;
- (3) an *agent of change* in educational culture, policy and practice; and
- (4) a *set of support materials* designed to assist schools to set targets and success criteria in the school self-evaluation and school development process.

The “Indicators for Inclusion” and School Self-evaluation



Dimensions

The Indicators are developed along three inter-connected dimensions of school life, viz. culture, policies and practices.

Creating Inclusive Cultures

Building Community

Establishing Inclusive Values

- ✧ Everyone is valued;
- ✧ All staff, students, members of school management committee and parents together create an accepting, collaborating and stimulating community.

Producing Inclusive Policies

Developing a School for All

Organizing Support for Diversity

- ✧ Inclusion is secured at the heart of school development, permeating all school policies;
- ✧ Support is considered as those activities which increase the capacity of a school to respond to student diversity;
- ✧ All forms of support are viewed from the perspective of students and their development.

Evolving Inclusive Practices

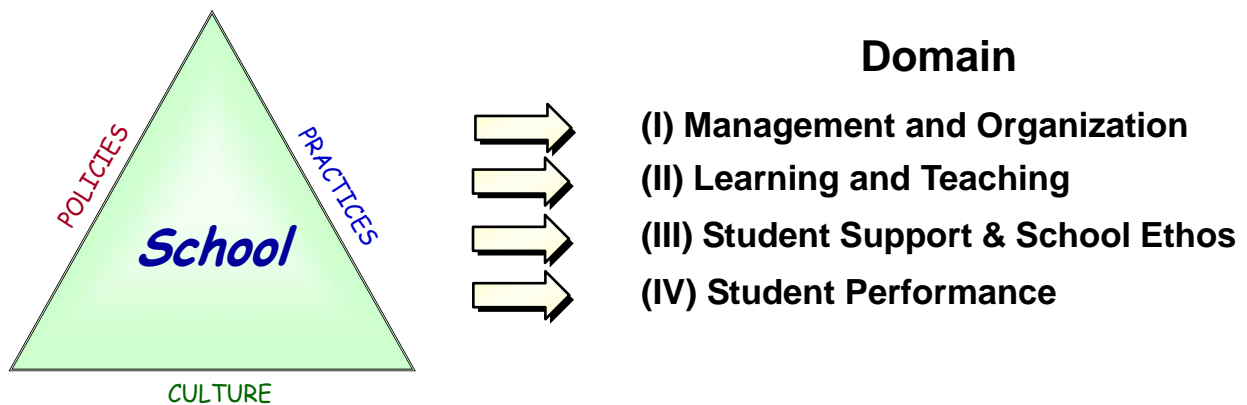
Orchestrating Learning

Mobilizing Support and Resources

- ✧ School practices reflect the inclusive cultures and policies of the school;
- ✧ Encourage all students to participate in classroom and extra-curricular activities and draw on their knowledge and experience outside school;
- ✧ Teaching and support are integrated together in the orchestration of learning and the overcoming of barriers to learning and participation;

- ✧ Staff mobilize resources within the school and local communities to sustain active learning for all.

In the local context, the Indicators are re-organized under the four domains of the Hong Kong Quality Assurance Framework of School Education i.e. (I) Management and Organization; (II) Learning and Teaching; (III) Student Support & School Ethos; and (IV) Student Performance.



Each of these four domains covers a number of indicators. Each indicator in turn contains a number of “observable features”. Schools can make reference to these indicators and observable features to set targets and define success criteria for school self-evaluation and school development.

Illustration

Example: One of the mission statements of School A is “To cater for learner differences”. After making reference to the Indicators for Inclusion, School A has decided to set Indicator II.vii “Lessons are responsive to student diversity” as a target for school self-evaluation. The observable features of this Indicator are as follows -

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3 and 4.4]

- (a) Lessons build on the diversity of student experience.
- (b) Lessons reflect differences in student knowledge.
- (c) Lessons accommodate different rates at which students learn.
- (d) Lessons allow for difference in learning styles.
- (e) The learning aims of the activities are clear.
- (f) Mechanical copying activities are avoided.
- (g) Lessons involve work to be done by individual, pairs, groups and the whole class.
- (h) There is a variety of activities, including discussion, oral presentation, writing, drawing, problem-solving, use of library, audio visual materials, practical tasks and information technology.
- (i) Students have opportunities to record their work in a variety of ways, for example, using digital media, drawings, photographs and tapes.

This indicator corresponds to the performance indicators 4.3 and 4.4, that is, “Teaching Organisation” and “Teaching Process” under the Area of “Student Learning and Teaching” in Domain II “Learning and Teaching”.

[Note: List of Performance Indicators for Hong Kong Schools 2008 can be found at the Appendix.]

A school self-evaluation plan for this target has been worked out as follows. Some of the observable features are adopted as the success criteria.

Domain II : Learning and Teaching

Area : Student Learning and Teaching

Performance Indicators : 4.3 Teaching Organisation /4.4 Teaching Process

Focus Questions	Target (what to look for?)	Success Criteria	Evaluation (ways of finding out)
<ul style="list-style-type: none">• How do teachers design their teaching content and adopt teaching strategies according to their teaching objectives and students' abilities?• How do teachers flexibly adjust their teaching pace and strategies to promote student learning to cater for different learning needs?	Are lessons responsive to student diversity?	<ul style="list-style-type: none">• Lessons allow for difference in learning styles.• Lessons involve work to be done by individual, pairs, groups and the whole class.• There is a variety of activities, including discussion, oral presentation, writing, drawing, problem-solving, use of library, audio visual materials, practical tasks and information technology.	<ul style="list-style-type: none">• Student survey• Classroom observation• Student work samples

The Indicators

CONTENTS

Domain I – Management and Organization

page

I.i	Staff development activities help staff respond to student diversity	11
I.ii	All forms of support are co-ordinated	11
I.iii	Everyone is made to feel welcome	12
I.iv	Staff and School Management Committee work well together	12
I.v	Staff expertise is fully utilized	12
I.vi	‘Special needs’ policies are inclusion policies	13
I.vii	All new staff are helped to settle into the school	13
I.viii	Staff appointments and promotions are fair	14
I.ix	The school makes its buildings physically accessible to all people	14
I.x	School resources are distributed fairly to support inclusion	14

Domain II – Learning and Teaching

page

II.i	Staff seek to remove all barriers to learning and participation in school	15
II.ii	The school arranges teaching groups so that all students are valued	15
II.iii	Lessons are made accessible to all students	16
II.iv	Teachers plan, teach and review in partnership	16
II.v	Student difference is used as a resource for learning and teaching	16
II.vi	Staff develop resources to support learning and participation	17
II.vii	Lessons are responsive to student diversity	17

II.viii	Lessons develop an understanding of difference	18
II.ix	Teachers are concerned to support the learning and participation of all students	18
II.x	Learning support assistants are concerned to support the learning and participation of all students	19
II.xi	Students are actively involved in their own learning	19
II.xii	Students learn collaboratively	19
II.xiii	All students take part in activities outside the classroom	20
II.xiv	Assessment facilitates the achievement of all students	20
II.xv	Homework contributes to the learning of all	21

Domain III – Student Support and School Ethos

page

III.i	Staff, members of School Management Committee, students and parents share a philosophy of inclusion	22
III.ii	Students are equally valued	22
III.iii	Support for newly arrived students are co-ordinated	23
III.iv	Pastoral and behaviour support policies are linked to curriculum development and learning support policies	23
III.v	Bullying is minimized	23
III.vi	Pressures for disciplinary exclusion are decreased	24
III.vii	Classroom discipline is based on mutual respect	24
III.viii	All students, new to the school, are helped to feel settled	25
III.ix	Barriers to attendance are reduced	25
III.x	The school strives to minimize discriminatory practices	26
III.xi	The school seeks to admit all students from its neighbourhood	26

III.xii	The Code of Practice on Education under the Disability Discrimination Ordinance is used to reduce the barriers to learning and participation of all students	26
III.xiii	There is a partnership between staff and parents	27
III.xiv	Community resources are known and drawn upon	28
III.xv	Staff and students treat one another with respect	28
III.xvi	Students help each other	28
III.xvii	Staff collaborate with each other	29
III.xviii	There are high expectations for all students	29

Domain IV – Student Performance

page

IV.i	Students possess positive self-concept	30
IV.ii	Students are motivated to learn	30
IV.iii	Academic performance of students has improved	30
IV.iv	Multiple intelligence of students is developed	30
IV.v	Students actively participate in school life	31
IV.vi	Students have grasped a repertoire of learning skills	31

Domain I – Management and Organization

I.i Staff development activities help staff respond to student diversity

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 2.3]

- (a) Staff development activities support staff in working effectively together in classroom.
- (b) Collaborative teaching followed by shared reflection is used to support teachers to respond to student diversity.
- (c) Staff receive training in devising and managing collaborative learning activities.
- (d) Staff receive training in devising learning activities that cater for students' diverse needs.
- (e) Staff receive training in organizing peer tutoring.
- (f) Staff learn about the use of technology to support learning.
- (g) The theme on equal opportunities is included in staff development programmes.
- (h) All staff learn how to counter discrimination against AIDS carrier, racism, sexism etc.
- (i) Staff observe lessons in order to reflect on the perspective of students.
- (j) Staff and members of the School Management Committee take responsibility for planning their own continuing professional development.
- (k) There are shared opportunities for teachers and Learning Support Assistants to develop more effective collaboration.

I.ii All forms of support are co-ordinated

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 1.2, 2.1, 2.2]

- (a) All support policies are seen as part of a strategy for the development of teaching and curricular in meeting the diverse needs of students.
- (b) An overall support policy is clear to all within the school as well as to those who support learning from outside the school.
- (c) Support policies are directed at preventing difficulties in learning.
- (d) The support given to individuals aim to increase their independence from it.
- (e) The co-ordination of support is given high status within the school and led by a senior member of staff.
- (f) The support for student learning and participation is seen as the responsibility of all members of staff.

I.iii Everyone is made to feel welcome

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 2.1, 2.2]

- (a) The first contact that people have with the school is friendly and welcoming.
- (b) School admits all students in its neighbourhood, irrespective of their abilities and performance.
- (c) Information about the school is accessible to all, irrespective of language, dialect or ability, e.g. through simplified Chinese characters, large print, braille, tapes etc.
- (d) It is clear from the school brochure/annual report that responding to the full diversity of students is part of the school policies and culture.
- (e) There are positive rituals for welcoming new students and new staff and marking their leaving.
- (f) Students, parents, staff and members of School Management Committee all feel ownership of the school.

I.iv Staff and School Management Committee work well together

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 2.1, 2.2]

- (a) Staff understand the roles and responsibilities of the School Management Committee.
- (b) Members of the School Management Committee understand the organizational structure of the school and the responsibilities of staff.
- (c) Members of the School Management Committee are welcome to contribute to the work of the school at any time.
- (d) The skills and knowledge of members of the School Management Committee are valued.
- (e) The composition of the School Management Committee reflects the local communities.
- (f) Members of the School Management Committee are fully informed about the school policies.
- (g) Members of the School Management Committee participate in staff development activities.
- (h) Staff and members of the School Management Committee share a view about the identification of students who experience difficulties and the way support should be provided.

I.v Staff expertise is fully utilized

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 2.2, 2.3]

- (a) Staff are encouraged to draw on and share all their skills and knowledge

- to support learning, not only those given by their job designation.
- (b) Staff are encouraged to develop their knowledge and skills.
 - (c) The differences in culture and background of staff are drawn upon in curriculum development and teaching.
 - (d) There are formal and informal opportunities for staff to resolve concerns over students by drawing on each other's expertise.
 - (e) Staff share teaching practices and experience with staff in other schools.

I.vi 'Special needs' policies are inclusion policies

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 1.1]

- (a) 'Special needs' policies are aimed at increasing learning and participation and minimizing exclusion.
- (b) The school establishes a Student Support Team to co-ordinate various support measures, and practise shared responsibility.
- (c) Students with 'special educational needs' are seen as individuals with different interests, knowledge and skills rather than as part of a homogeneous group.
- (d) Support is seen as an entitlement for those students who need it rather than as a special addition to their education.
- (e) The details of support are made public to students and parents through various channels such as school annual plan, newsletter, parents' day, open day and websites.
- (f) Where possible, support is provided without recourse to specialist assessment procedures.
- (g) There is an attempt to minimize the withdrawal of students for support outside their mainstream lessons.

I.vii All new staff are helped to settle into the school

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 2.1, 2.2]

- (a) The school recognizes the difficulties that new staff may have in settling into a new job.
- (b) Longer serving staff avoid making new staff feel outsiders.
- (c) Every new member of staff has a mentor who helps him/her settle into the school.
- (d) School arranges orientation activities for new staff in order to help them settle into the new work setting.
- (e) School makes new staff feel that the experience and knowledge they bring to the school is valued.

I.viii Staff appointments and promotions are fair

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 2.3]

- (a) Opportunities for promotion are seen to be open to all who are eligible.
- (b) There is a clear strategy for removing barriers to the appointment of staff with disabilities.
- (c) The School Administration avoids favouring particular section of the community.
- (d) The valuing of diversity in students is an essential criterion for the appointment of staff.

I.ix The school makes its buildings physically accessible to all people

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 1.1, 1.2]

- (a) The needs of deaf, blind and partially sighted people, as well as people with physical disabilities, are considered in making the buildings accessible.
- (b) The school is concerned with the accessibility of all aspects of the school building and grounds, including classrooms, corridors, toilets, gardens, playgrounds, canteen and display.
- (c) Organizations of people with disabilities are consulted about the accessibility of the school.

I.x School resources are distributed fairly to support inclusion

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 1.1, 1.2]

- (a) It is clear how resources are allocated to support students with diverse needs.
- (b) Staff are aware of the resources delegated to the school to support students with special educational needs.
- (c) Support resources are directed at preventing barriers to learning and participation.
- (d) Staff review the use of delegated resources regularly so that they can be used flexibly to respond to the changing needs of all students.

Domain II – Learning and Teaching

II.i Staff seek to remove all barriers to learning and participation in school

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 3.1, 3.2, 4.3, 4.4]

- (a) Staff understand their potential for preventing student difficulties.
- (b) Difficulties in learning are understood as arising in an interaction between students, the teaching and the learning environment.
- (c) The barriers that arise through differences between school and home culture are recognized and countered.
- (d) Staff avoid using negative labels for students, who have been categorized as 'having special educational needs'.
- (e) Staff use other resources e.g. parent-volunteer, peer tutor and co-operative learning to assist students to overcome barriers to learning.
- (f) Staff utilize the knowledge that parents have about their children to refine the pastoral care and teaching practices.
- (g) Staff encourage the involvement of all parents in their children's learning.
- (h) The attempt to remove barriers to learning and participation for an individual student is seen as an opportunity for improving the classroom learning experience for all students.

II.ii The school arranges teaching groups so that all students are valued

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) Teaching groups have equal access to facilities and manpower resources.
- (b) In planning teaching groups, attention is paid to friendship and factors that facilitate communication.
- (c) There is an attempt to minimize the organization of teaching groups according to levels of attainment or ability.
- (d) There are arrangements to give students an equal opportunity to move between groups.
- (e) Groups within classes are re-arranged, at times, so as to promote social cohesion.
- (f) Where there are options in curriculum, all students are allowed to make real choices.

II.iii Lessons are made accessible to all students

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) All lessons are made equally accessible to all students of different abilities by including a range of activities which reflect the range of interests within the class.
- (b) Staff recognize the physical effort required of some learners with disabilities or chronic illness to complete tasks, and the tiredness that can result.
- (c) Staff provide additional support for students with disabilities to complete set tasks e.g. extra time, visual cues, organization strategies, etc.
- (d) Staff provide alternative access to learning for students who cannot engage in particular activities, for example, using equipment in science, some forms of exercise in physical education, or assistive technology for students with disabilities.
- (e) Different teaching methods are deployed to cater for student diversity, e.g. collaborative teaching, small-group teaching, multi-level instruction etc.

II.iv Teachers plan, teach and review in partnership

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 3.2, 4.3]

- (a) Teachers share in planning schemes of work for lessons and homework.
- (b) Teachers engage in collaborative teaching.
- (c) Collaborative teaching is always used as an opportunity for shared reflection on the learning of students.
- (d) Teachers welcome comments from colleagues on the teaching and the participation of students in activities.
- (e) Teachers modify their teaching in response to the feedback from colleagues.
- (f) Regular teachers and Learning Support Assistants share in supporting individuals, groups and the whole class.
- (g) Teachers and other staff who work together provide a model of collaboration for students.
- (h) Teachers engage with others in joint problem-solving when the progress of a student or group is a cause for concern.

II.v Student difference is used as a resource for learning and teaching

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) Students are encouraged to learn from others of different background and

experience.

- (b) Students with more knowledge or skill in an area sometimes tutor those with less.
- (c) There are opportunities for students of different ages to support each other.
- (d) Students who have overcome a particular problem share their experience with other students.
- (e) A wide variety of students are chosen to be tutors.

II.vi Staff develop resources to support learning and participation

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) Teachers develop shared, recyclable resources to support learning.
- (b) All staff know of the resources available to support their lessons.
- (c) The library supports independent learning.
- (d) The library is organized so that it supports the learning of all.
- (e) There is a range of good fiction and non-fiction for all learners, including Braille and taped materials for students with visual impairment.
- (f) There is a well organized video library.
- (g) Computers are integrated into teaching across the curriculum.
- (h) There is a system for making effective use of multimedia learning materials within the curriculum.
- (i) Staff make effective use of electronic mails and Internet to enhance learning and teaching.
- (j) The Internet is used efficiently by students to help with school work and homework.
- (k) New technological opportunities are exploited when they become available, for example, voice recognition programmes as a support for students who have extreme difficulty in writing.
- (l) Adapted curriculum materials are made available to students in need, e.g., in large print or Braille.

II.vii Lessons are responsive to student diversity

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) Lessons build on the diversity of student experience.
- (b) Lessons reflect differences in student knowledge.
- (c) Lessons accommodate different rates at which students learn.
- (d) Lessons allow for difference in learning styles.

- (e) The learning aims of the activities are clear.
- (f) Mechanical copying activities are avoided.
- (g) Lessons involve work to be done by individual, pairs, groups and the whole class.
- (h) There is a variety of activities, including discussion, oral presentation, writing, drawing, problem-solving, use of library, audio visual materials, practical tasks and information technology.
- (i) Students have opportunities to record their work in a variety of ways, for example, using digital media, drawings, photographs and tapes.

II.viii Lessons develop an understanding of difference

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) Students are encouraged to explore views which are different from their own.
- (b) Opportunities are provided for students to work with others who are different from them in terms of background, ethnicity, ability and gender.
- (c) Teachers respect and value alternative views during class discussions.
- (d) The curriculum seeks to develop an understanding of differences of background, culture, ethnicity, gender, ability, sexual orientation and religion.
- (e) The curriculum gives a historical understanding of the oppression of certain groups of people.
- (f) Stereotyping is questioned in curriculum materials and during classroom discussion.

II.ix Teachers are concerned to support the learning and participation of all students

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) Class and subject teachers take responsibility for the learning of all students in their lessons.
- (b) Teachers check on the learning progress of all students during lessons.
- (c) There are attempts to view teaching and support from the students' perspective.
- (d) Teachers aim to maximize independence of students from their direct support.
- (e) Teachers look for alternatives to individual support, e.g., through the planning of lessons, group teaching, co-teaching, project learning, etc.

II.x Learning support assistants are concerned to support the learning and participation of all students

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.3, 4.4]

- (a) Learning support assistants are involved in curriculum planning and review.
- (b) Learning support assistants are attached to a curriculum area rather than particular students.
- (c) Learning support assistants help to increase the participation of all students.
- (d) Learning support assistants aim to maximize independence of students from their direct support.
- (e) Learning support assistants encourage peer support of students who experience difficulties in learning.

II.xi Students are actively involved in their own learning

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.1, 4.2]

- (a) Clear information is provided about learning expectations within a lesson or group of lessons.
- (b) The classroom environment, displays and other resources help independent learning.
- (c) Scaffolding is sufficiently used to facilitate learning by building on existing knowledge and skills.
- (d) Students are taught how to research and write up a topic.
- (e) Students are able to use the library and IT resources independently.
- (f) Students are taught how to take notes and organize their work.
- (g) Students are taught how to revise for tests and examinations.
- (h) Students are consulted about the support they need.
- (i) Students are consulted about the quality of lessons.
- (j) Students are involved in designing teaching materials for each other.
- (k) Students are given a choice over activities.
- (l) The interests of students are identified and built upon within the curriculum.

II.xii Students learn collaboratively

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.1, 4.2]

- (a) Students see the offering and receiving of help as an ordinary part of

classroom activity.

- (b) There are established rules for students to take turns in speaking, listening and requesting clarification from each other as well as from staff.
- (c) Students willingly share their knowledge and skills.
- (d) Group activities allow students to divide up tasks and pool what they have learnt.
- (e) Students learn how to compile a joint report from the different contributions of a group.
- (f) Teachers give every student recognition and their share of the limelight.
- (g) Students share responsibility for helping to overcome the difficulties experienced by some students in lessons.
- (h) Students are involved in assessing each others' learning.
- (i) Students are involved in helping each other to set educational goals.

II.xiii All students take part in activities outside the classroom

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 4.1, 4.2]

- (a) There are a range of clubs and other activities that appeal to all students.
- (b) There are transport arrangements to enable students who have to travel far or have restricted mobility, to take part in extra-curricular activities.
- (c) All students are encourage to take part in sports and art.
- (d) Students are taught a repertoire of playground games that can include children with a range of skills.
- (e) Students who are chosen to represent their classes or schools reflect the diversity of students in the school.
- (f) Sports day includes activities in which everyone can take part, irrespective of skill level or ability.

II.xiv Assessment facilitates the achievement of all students

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 3.3, 3.4, 4.5]

- (a) Formative assessments are adopted to develop the learning of students in the school.
- (b) A range of assessments are used for all students to display their skills.
- (c) There are opportunities for assessment of work done in collaboration with peers.
- (d) Students are given positive feedback to their performance and advised on what to do next.

- (e) There is monitoring of the achievement of different groups of students (boys/girls/ethnic minority students/ students with disabilities), so that particular difficulties can be detected and addressed.
- (f) Students are involved in assessing their own learning.

II.xv Homework contributes to the learning of all

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 3.3, 3.4, 4.1, 4.5]

- (a) Homework always has a clear teaching aim.
- (b) There are opportunities for recording homework in a variety of ways.
- (c) Homework extends the skills and knowledge of all students.
- (d) Students are given sufficient opportunity to clarify the requirements of homework before the end of lessons.
- (e) There are opportunities to do homework on the school premises, during lunch time or out of school hours.
- (f) Homework is integrated into curriculum planning for the term/year.
- (g) Those who set homework ensure that it can be completed without assistance from parents.
- (h) There are opportunities for students to collaborate over homework.
- (i) Students have choice over homework so that they can relate it to their own interest and knowledge.
- (j) Students can use homework to sustain an area of interest over a period of time.
- (k) Homework is set to ensure that some individuals with special difficulties can complete it within a reasonable amount of time.

Domain III – Student Support and School Ethos

III.i Staff, members of School Management Committee, students and parents share a philosophy of inclusion

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) The building of a supportive school community is seen to be as important as raising academic achievement.
- (b) The fostering of collaboration is seen to be as important as encouraging independence.
- (c) There is an emphasis on celebrating difference rather than conforming to a single 'normality'.
- (d) There is a shared view that all students have potentials.
- (e) Diversity is seen as a rich resource to support learning rather than as a problem.
- (f) All stakeholders share a resolve to minimize inequalities of opportunity in the school.
- (g) Staff accept all students from the local communities, irrespective of background, attainment and ability.
- (h) Inclusion is understood as a never-ending process of increasing participation rather than a state of being inside or outside of the school.
- (i) All members of the school take responsibility for making the school more inclusive.

III.ii Students are equally valued

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) Students and staff with disabilities are as valued as those without disabilities.
- (b) Students, who attain less, are as valued as high-attaining students.
- (c) Students with emotional/behavioural difficulties are as valued as those without.
- (d) The work of all students is displayed within the school and in their classrooms.
- (e) The reporting of achievements within and beyond the school includes all students.
- (f) Regional accents and dialects are seen to enrich the school and society.
- (g) Opportunities are created for the academically less able students to show their strengths.

III.iii Support for newly arrived students are co-ordinated

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) Community resources are mobilized to support students who have newly arrived in Hong Kong.
- (b) School supports newly arrived students who are unfamiliar with the Cantonese dialect.
- (c) Information about the school is accessible to all, irrespective of their dialect (e.g. simplified Chinese version or first language interpreters are available when necessary).
- (d) Peer support is arranged to assist new students to integrate into the school as soon as possible.
- (e) Guidance is provided to families of newly arrived students, to strengthen co-operation between home and school.

III.iv Pastoral and behaviour support policies are linked to curriculum development and learning support policies

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1]

- (a) The aim of increasing the learning and participation of students is seen as the primary aim of all pastoral and behaviour support staff.
- (b) Behaviour support involves reflection on ways to improve learning and teaching for all students.
- (c) Difficulties with behaviour are related to strategies for improving classroom and playground experiences.
- (d) Pastoral and behaviour support policies address the well-being of students who are quietly troubled.
- (e) The knowledge of parents is used to improve students' behaviour and facilitate learning.
- (f) The 'student support team', comprising subject teachers, curriculum leader and guidance personnel, meets regularly to discuss and review educational plans for students with special educational needs.
- (g) The school attempts to raise the feelings of self-worth of those with low self-esteem.

III.v Bullying is minimized

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) There is a shared view of what constitutes bullying, between staff, parents, members of the School Management Committee and students.

- (b) Bullying is seen to be concerned with verbal and emotional hurt as well as physical assault.
- (c) Students know who to turn to if they experience bullying.
- (d) Students are involved in creating strategies to prevent and minimize bullying.
- (e) Clear records are kept about bullying incidents.
- (f) Bullying is being reduced.

III.vi Pressures for disciplinary exclusion are decreased

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) Disciplinary exclusion is seen as a process that may be interrupted by support and intervention in learning and teaching relationships.
- (b) There are meetings involving staff, students, parents and others, to deal with problems flexibly before they escalate.
- (c) The aim of reducing temporary, permanent, formal and informal exclusions is shared between staff.
- (d) There are clear, positive plans for re-introducing students who have been excluded for disciplinary reasons.
- (e) There is a policy to minimize all forms of disciplinary exclusions, whether temporary or permanent, formal or informal.
- (f) Clear records are kept about informal as well as formal disciplinary exclusions.
- (g) Formal and informal disciplinary exclusions are being reduced.

III.vii Classroom discipline is based on mutual respect

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) The approach to discipline encourages self-discipline.
- (b) Staff support each other to be assertive without being angry.
- (c) Staff share their concerns and pool their knowledge and skills in overcoming disaffection and disruption.
- (d) Classroom routines are consistent and explicit.
- (e) Students are involved in helping to resolve classroom difficulties.
- (f) Students are involved in formulating classroom rules.
- (g) Students are consulted on how to improve the classroom atmosphere.
- (h) Students are consulted on how to improve attention to learning.

- (i) If there is more than one adult in the room, they share responsibilities for the smooth running of lessons.
- (j) There are clear procedures, understood by students and teachers, for responding to extremes of challenging behaviour.

III.viii All students, new to the school, are helped to feel settled

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) The school has an induction programme for new students.
- (b) The induction programme works well for students and their families whether they join at the start of the school year or some other time.
- (c) Information is available for parents on the education system as well as about the school.
- (d) The induction programme takes into account student differences in attainment, home language and dialect.
- (e) New students have a sense of belonging to their own classes.
- (f) New students are paired with more experienced students when they first enter the school.
- (g) Steps are taken to find out the extent to which new students feel at home in the school after a few weeks.
- (h) New students are clear about who to see if they experience difficulties.
- (i) Steps are taken to familiarize new students with the school prior to their transition from another setting.
- (j) There is a transition plan to assist students transfer from one school to another, in order to ease the change.

III.ix Barriers to attendance are reduced

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) All barriers to attendance are explored within the school as well as in students' attitudes and homes.
- (b) The school avoids using truancy as a reason for disciplinary exclusion.
- (c) The relationships between truancy, bullying and the lack of supportive friendships are recognized.
- (d) The school responds promptly to understand reasons behind irregular attendance.
- (e) There is an efficient system for reporting absences and discovering reasons for it.
- (f) Absences from individual lessons are seen as a reason for exploring

relationships with teachers or peers and the curriculum.

- (g) There is a plan to improve co-operation between staff and parents over truancy.
- (h) The school responds actively to students who have had a bereavement, a chronic illness or a long term absence.
- (i) There is a co-ordinated strategy between the school and other agencies over truancy.

III.x The school strives to minimize discriminatory practices

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) The school attempts to minimize all institutional discrimination, whether in connection with age, race, class, sexual orientation, gender, ability or student attainment.
- (b) Staff and students understand the origins of discrimination lie in intolerance to difference.
- (c) Staff and students understand that policies and practices must reflect the diversity of students within the school.
- (d) Staff avoid gender stereotyping in offering subjects to students.
- (e) Staff see disability as being created when people with disabilities encounter negative attitudes and institutional barriers.
- (f) Staff attempt to counter stereotyped attitudes towards people with disabilities, for example, that they are incapable of relationships, are objects of pity or are heroic battlers against adversity.

III.xi The school seeks to admit all students from its neighbourhood

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1]

- (a) All students from the neighbourhood are encouraged to attend the school irrespective of attainment.
- (b) All students from the neighbourhood are encouraged to attend the school irrespective of ability.
- (c) The policy of inclusion of all students from the neighbourhood is publicized in school brochures.

III.xii The Code of Practice on Education under the Disability Discrimination Ordinance is used to reduce the barriers to learning and participation of all students

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1]

- (a) The operation of the Code of Practice is integrated into the overall school policy.

- (b) School attempts to minimize all institutional discrimination, whether in connection with age, race, class, sexual orientation, gender, ability or student attainment.
- (c) School observes that no students are expelled because of conduct, academic performance or ability.
- (d) Individual Education Plans are about providing access to, and supporting participation within a common curriculum.
- (e) Educational plans specify the changes in learning and teaching arrangements required to maximize participation in mainstream curricula and engagement with other students.
- (f) Assessment of special educational needs builds on the strengths of students and possibilities for their development, rather than concentrate on identifying deficiencies.
- (g) Support for teaching for diversity, is seen as an alternative to individual support.
- (h) Curriculum adaptation facilitates the students' achievement of learning objectives without necessarily lowering its standards.
- (i) Assessment accommodation is made for students in need.

III.xiii There is a partnership between staff and parents

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 6.1]

- (a) Parents feel that there is good communication with staff.
- (b) All parents are well informed about school policies and practices.
- (c) Parents are aware of the priorities in the school development plan.
- (d) All parents are given an opportunity to be involved in decisions made about the school.
- (e) The fears that some parents have about meeting teachers are recognized and steps are taken to overcome them.
- (f) There are a variety of opportunities for parents to become involved in the school.
- (g) There are a variety of occasions, when parents can discuss the progress, and concerns about their children.
- (h) Staff encourage the involvement of all parents in their children's learning.
- (i) The different contributions that parents can make to the school are equally appreciated.
- (j) Parents are clear about what they can do to support their children's learning at home.
- (k) All parents feel that their concerns are taken seriously by the school.

III.xiv Community resources are known and drawn upon

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 6.2]

- (a) There is a regularly updated record of resources in the community that can support learning and teaching.
- (b) Members of the community contribute to the curriculum in school.
- (c) Parents and other community members are used as a source of support in classrooms.
- (d) People in the local community act as mentors to support students experiencing difficulties.

III.xv Staff and students treat one another with respect

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.2]

- (a) Staff address all students respectfully.
- (b) Students treat all staff with respect irrespective of their status.
- (c) The opinions of students are sought about how the school might be improved.
- (d) The views of students make a difference to what happens in school.
- (e) Students have particular forums for discussing school matters.
- (f) Students help staff when asked.
- (g) Students offer help when they see it is needed.
- (h) Students know who to see when they have a problem.
- (i) Students are confident that effective action will be taken to resolve their difficulties.

III.xvi Students help each other

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.2]

- (a) Students offer assistance to each other when it is needed.
- (b) Displays celebrate collaborative work by students as well as individual achievements.
- (c) Students report to a member of staff, when someone needs assistance.
- (d) Supportive friendships are actively encouraged.
- (e) Students avoid discriminatory name-calling, whether in connection with race, sex, background or abilities.
- (f) Students understand that different attainments may be expected from different students.
- (g) Students understand that different degrees of conformity to school rules may be expected from different students.

- (h) Students feel that disputes between them are dealt with fairly and effectively.

III.xvii Staff collaborate with each other

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.2]

- (a) Staff treat each other with respect irrespective of their roles in the school.
- (b) All teachers and Learning Support Assistants participate in staff meetings.
- (c) All teachers and Learning Support Assistants are involved in curriculum planning and review.
- (d) Teamwork between staff is a model for the collaboration of students.
- (e) Staff feel comfortable about discussing problems in their work.
- (f) Staff know who to turn to with a relatively urgent problem.
- (g) All staff are involved in drawing up priorities for school development.
- (h) All staff feel ownership of the school development plan.

III.xviii There are high expectations for all students

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 5.1, 5.2]

- (a) Every student feels that they attend a school in which the highest achievements are possible.
- (b) All students are encouraged to have high aspirations about their learning.
- (c) All students are treated as if there is no ceiling to their achievements.
- (d) The achievement of students is valued in relation to their own possibilities rather than the achievement of others.
- (e) Staff avoid viewing students as having a fixed ability based on their current achievements.
- (f) All students are encouraged to take pride in their own achievements.
- (g) All students are encouraged to appreciate the achievements of others.
- (h) Staff attempt to counter negative views of students who find lessons difficult.
- (i) There is an attempt to address the fear of failure of some students.

Domain IV – Student Performance

IV.i Students possess positive self-concept

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 7.1]

- (a) Students accept their own physical appearance.
- (b) Students recognize their own strengths and weaknesses.
- (c) Students are willing to seek assistance when needed.
- (d) Students with disabilities feel comfortable to use supportive aids in class.
- (e) Students dare to express their views.
- (f) Students are not mindful of their family and social background.
- (g) Students are confident about themselves.
- (h) Students accept corrections with grace.

IV.ii Students are motivated to learn

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 7.1]

- (a) Students prepare for lessons.
- (b) Students revise after lessons.
- (c) Students initiate questions in or after class.
- (d) Students complete assigned tasks on time.

IV.iii Academic performance of students has improved

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 8.1]

- (a) Students show continuous improvement in literacy skills.
- (b) Students show continuous improvement in numeracy skills.
- (c) Students show continuous improvement in the major subjects.

IV.iv Multiple intelligence of students is developed

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 7.1, 7.2, 8.1, 8.2]

- (a) Students have developed their unique potentials.
- (b) Students pursue studies which build on their strength.
- (c) Students have developed effective social skills in interpersonal relationship.

- (d) Students pursue an interest in cultural, physical or aesthetic activities.
- (e) Students have developed the ability for self-reflection.

IV.v Students actively participate in school life

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 7.1, 7.2, 8.2]

- (a) Students participate in extra-curricular activities.
- (b) Students participate in sports events of school.
- (c) Students participate in different open /inter-school activities.
- (d) Students have a circle of friends.
- (e) Students have regular attendance.
- (f) Students enjoy staying in school after class.
- (g) Students volunteer to assist teachers.

IV.vi Students have grasped a repertoire of learning skills

[Relevant indicator(s) in the Performance Indicators for Hong Kong Schools 2008: 7.1, 7.2, 8.1, 8.2]

- (a) Students have good note-taking skills.
- (b) Students use effective study skills.
- (c) Students demonstrate examination skills.
- (d) Students effectively use problem-solving skills.
- (e) Students use technology to support learning.
- (f) Students make use of library materials in learning.

Appendix

Performance Indicators for Hong Kong Schools 2008

Domain I – Management and Organization

Area	Performance Indicator	Focus Questions
1. School Management	1.1 Planning	<ul style="list-style-type: none"> • Is there due attention to transparency and accountability in school management? • Does the school formulate appropriate development priorities, taking into account its mission and vision, students' needs and self-evaluation findings? • How does the school, in the light of its development priorities, formulate clear and concrete implementation strategies pertaining to manpower and resource deployment, etc. to foster school development?
	1.2 Implementation	<ul style="list-style-type: none"> • Is the school able to effectively co-ordinate and monitor the implementation of its priority tasks? • Is the school able to enhance communication and collaboration among subject panels/committees for realisation of the school plans? • Does the school deploy resources effectively for the implementation of priority tasks to promote student learning, to strengthen student support and to enhance the effectiveness of school management? • Can the school properly handle exigencies that affect student learning and safety?
	1.3 Evaluation	<ul style="list-style-type: none"> • Is a school self-evaluation mechanism in place? Does this mechanism function effectively? • How does the school evaluate the effectiveness of its priority tasks? • How does the school use the evaluation findings to feedback on planning? • How does the school inform the stakeholders of its performance? • Is the school able to foster a culture of self-evaluation?

Area	Performance Indicator	Focus Questions
2. Professional Leadership	2.1 Leadership and Monitoring	<ul style="list-style-type: none"> • How does the school management lead the teaching staff in building a common vision for school development? • How does the school management enhance school effectiveness, with a focus on students' learning outcomes and whole-person development? • Do the school management and middle managers have sufficient professional knowledge? Are they able to keep abreast of the latest trends in educational development, including those in their respective areas of expertise? • Do the school management and middle managers have strong commitment? Are they committed to driving the school's sustained improvement? • Are the school management and the middle managers able to fulfil their planning, co-ordinating and monitoring functions?
	2.2 Collaboration and Support	<ul style="list-style-type: none"> • How good is the working relationship between the school management and middle managers? Are they able to foster communication and collaboration, promote team spirit and enhance morale among the teaching staff? • How do the school management and the middle managers provide effective support to basic rank teachers?
	2.3 Professional Development	<ul style="list-style-type: none"> • Does the school management assign duties to members of staff commensurate with their abilities/expertise, thus making optimal use of them? • How does the school draw up and implement appropriate teacher professional development plans with the ultimate aim of enhancing student learning and the effectiveness of student support? • How does the school management ensure that the school becomes a learning organisation, by cultivating a climate of professional sharing? • How does the school make use of staff appraisal to identify the strengths and weaknesses, as well as the training needs, of teaching staff for continuous improvement of their work performance?

Domain II – Learning and Teaching

Area	Performance Indicator	Focus Questions
3. Curriculum and Assessment	3.1 Curriculum Organisation	<ul style="list-style-type: none"> • Is the school able to align the planning of its curriculum with the recent trends in education development, the school's development goals and students' progression of studies? • How does the school map out a curriculum framework that is balanced and broad in coverage, so that students' learning experiences can be extended? • How does the school adjust its learning content and formulate its learning and teaching strategy to cater for students' learning needs?
	3.2 Curriculum Implementation	<ul style="list-style-type: none"> • How strategic is the school in implementing its school-based curriculum? • Are the various Key Learning Areas (KLA) able to enhance the implementation of school-based curriculum through communication and collaboration? • Is the school able to effectively monitor the implementation of its school-based curriculum?
	3.3 Performance Assessment	<ul style="list-style-type: none"> • How strategic is the school in implementing its assessment policy? • Does the school have a good grasp of Assessment for Learning? Is it able to adopt varied modes of assessment and effectively assess students' performance in respect of knowledge, skills and attitude?
	3.4 Curriculum Evaluation	<ul style="list-style-type: none"> • What mechanism is in place for the school to evaluate the effectiveness of curriculum implementation? • How does the school make use of curriculum evaluation data to inform curriculum planning?

Area	Performance Indicator	Focus Questions
4. Student Learning and Teaching	4.1 Learning Process	<ul style="list-style-type: none"> • Do students possess good attitudes, motivation and interest in learning? • Are students able to effectively apply learning strategies and resources in their learning, thus attaining their learning goals? • Are students able to utilise feedback to improve their learning?
	4.2 Learning Performance	<ul style="list-style-type: none"> • Do students successfully acquire and apply knowledge and skills? • How well do students perform in their learning activities and assignments? • How well do students perform in the aspect of generic skills? • How developed are students' reading habits?
	4.3 Teaching Organisation	<ul style="list-style-type: none"> • How do teachers design their teaching content and adopt teaching strategies according to their teaching objectives and students' abilities?
	4.4 Teaching Process	<ul style="list-style-type: none"> • Are teachers' communication skills effective in promoting student learning? • How do teachers flexibly adjust their teaching pace and strategies to promote student learning to cater for different learning needs? • Are teachers able to create a good classroom learning environment for students? Is classroom management effective? • Are teachers able to provide various opportunities for students to participate and share experiences, with a view to promoting class interaction and enhancing learning effectiveness? • Are teachers equipped with subject knowledge and do they have a good teaching attitude? Do they pitch their expectations of students at an appropriate level?
	4.5 Feedback and Follow-up	<ul style="list-style-type: none"> • Are teachers able to provide appropriate feedback to students to help them improve? • Are teachers able to follow up on students' learning progress and provide opportunities to extend their learning?

Domain III – Student Support and School Ethos

Area	Performance Indicator	Focus Questions
5. Student Support	5.1 Support for Student Development	<ul style="list-style-type: none"> • How does the school identify students' varied needs in the area of support for student development? • Is the school's planning for school-based student support services effective? • How does the school arrange different learning experiences to cater for students' personal development needs, in order to foster students' self-management ability and help them to set personal goals for learning? • How does the school formulate strategies to cater for students' social needs, with a view to fostering their positive values and attitudes and enhancing their interpersonal relationship? • Does the school suitably support students with special educational needs (SEN) to help them integrate into campus life and enjoy equal education opportunity? • How does the school evaluate the effectiveness of student support services?
	5.2 School Climate	<ul style="list-style-type: none"> • How good are staff relationship, teacher-student and students-peer relationships? • What unique characteristics has the school developed in accordance with its vision, mission and goals? • How does such uniqueness shape the culture and development of the school?
6. Partnership	6.1 Home-School Cooperation	<ul style="list-style-type: none"> • How is parent education, offered by the school, geared to students' developmental needs? • How does the Parent-Teacher Association (PTA) mobilise parents to support the school? • How does the school assist the PTA to fulfil its function as a link between parents and the school? • Are there appropriate channels for parents to express their opinions? How are parents' opinions considered and followed up?
	6.2 Links with External Organisations	<ul style="list-style-type: none"> • Is the school able to develop appropriate links with external organisations in accordance with developmental needs? • Can the school suitably support student learning and its priority tasks through links and collaboration with external organisations? • How does the school maximise its alumni network to support development?

Domain IV – Student Performance

Area	Performance Indicator	Focus Questions
7. Attitude and Behaviour	7.1 Affective Development and Attitude	<ul style="list-style-type: none"> • How good are students' self-concepts? • How good is students' attitude towards learning? • How is students' moral behaviour? How appropriate are their values with respect to social harmony, civic obligation and national identity? • Have students mastered self-management skills, e.g. fostering a healthy lifestyle, emotional balance and ability to handle stress?
	7.2 Social Development	<ul style="list-style-type: none"> • How good are students' interpersonal relationships, social and leadership skills? • How good are students' behaviour and self-discipline?
8. Participation and Achievement	8.1 Academic Performance	<ul style="list-style-type: none"> • How well do students perform in internal assessment? • How well do students perform in the Territory-wide System Assessment? • How well do students perform in public examinations and how good are value-added results? (applicable to secondary students) • How good are students' achievement and performance in other academic-related areas?
	8.2 Non-academic Performance	<ul style="list-style-type: none"> • How good are students' participation and achievements in the school's extra-curricular activities? • How good are students' participation and achievements in inter-school activities and open/international competitions? • How good are students' levels of physical fitness?

Reference



- Abery, B. (1991) *Promoting social inclusion beyond the school community*. Impact, 4(3), 16-17
- Ainscow, M. (2001) 'The next step for special education supporting the development of inclusive practices'. *British Journal of Special Education*, 27(2)
- Armstrong, T. (1994) *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development
- Beninghof, A.M. (1993) *Ideas for inclusion: The classroom teacher's guide to integrating students with severe disabilities*. Longmont, CO: Sopris West.
- Bergen, D. (1993) 'Facilitating friendship development in inclusive classrooms'. *Childhood Education* 69(4), 234
- Biklen, D. (1992) *Schooling without labels: parents, educators, and inclusive education*. Philadelphia, PA: Temple University Press.
- Bishop, K., & Jubala, K (eds) (1994) 'By June, given shared experiences, integrated classes, and equal opportunities Jaime will have a friend'. *Teaching Exceptional Children*, 27(1), 36-40
- Blenk, K., and Fine, D.L (eds) (1995) *Making school inclusion work: a guide to everyday practices*. Cambridge, MA: Brookline Books.
- Boatman, N. (1993) 'Circle of friends'. *Exceptional Parent* 23(2), 24 – 26
- Bohrer, K. (1995) 'Diverse learning styles: A classroom's greatest asset'. *Middle School Journal*, 27(1), 50-53
- Brown Kyle T. (2001) *The Effectiveness of Early Childhood Inclusion (Parents' Perspectives)*; Research Paper Presented at the Special Education Seminar, Loyola College (Baltimore MD, April 25, 2001), 22
- Bruce, M.A., Shade, R.A., and Cossairt, A (eds) (1996). 'Classroom-tested guidance activities for promoting inclusion'. *The School Counsellor*, 43(3), 224-231
- Burrello, L.C., and Cole, S. (1992) (eds) 'Instructional strategies for including students with disabilities in general education classrooms'. *Principal Letters: Practices for Inclusive Schools* 7, 1-7
- Cohen, E.M. (1994) 'Designing Group Work: Strategies for the Heterogeneous Classroom, 2nd edition'. *New York: Teachers College Press*
- Cooper, C.S., and McEvoy, M.A. (eds) (1996) 'Group friendship activities: An easy way to develop the social skills of young children'. *Teaching Exceptional Children* 28(3), 67-69
- Dennis, R.E., and Giangreco, M.F. (eds) (1996) 'Creating conversation: Reflections on cultural sensitivity in family interviewing'. *Exceptional Children* 63(1), 103-116
- Dowson, C., Bodycott, P., Walker, A. and Coniam, D., (eds) (2000) 'Education Reform in Hong Kong Consistency, Connectedness and Culture'. *Education Policy Analysis Archives*; v8 n24
- Falvey, M.A. (1995) *Inclusive and Heterogeneous Schooling: Assessment, Curriculum, and Instruction*. Baltimore, MD: Paul H Brookes.
- Giangreco, M.F. (1996). *Extending the "comfort zone" to include every child*. *Journal of Early Intervention* 20 (3), 206-208
- Giangreco, M.F., Baumgart, D.M.J., and Doyle, M.B. (eds) (1995) 'How inclusion can facilitate teaching and learning'. *Intervention in School and Clinic*, 30(5) 273-278
- Graves, M.F., Graves, B.B., and Braaten, S. (eds) (1996) 'Scaffold reading experiences for inclusive

classes'. *Educational Leadership* 53(5), 14-16

Heron, E., and Jorgensen, C.M. (eds) (1994/95) 'Addressing learning differences right from the start'. *Educational Leadership*, 52(4), 56-58

Howell, R. (1996) 'Technological aids for inclusive classrooms'. *Theory into Practice*, 35(1) 58-65

Hunt, P., Alwell, M., Farron-Davis, F., and Goetz, L. (eds) (1996). 'Creating socially supportive environments for fully included students who experience multiple disabilities'. *Journal of the Association for Persons with Severe Handicaps* 21(2), 53-71

Jack E, Andrews, Douglas W, Carnine, Amrtha J. Coutinho, Eudene B, Edgra, Dteven R. R. Forness, Lynn S. Fuchs. Dixie Jordan, James M. Kauffman, James M. Patton, James Paul, Jon Rosell, Robert Rudea, Ellen Schiller, Thomas M. Skritic and James Wong. (2000) (eds) 'Bridging the Special Education Divide'. *Remedial and Special Education* September/ October 2000.

Kellegrew, D.H., & Allen, D. (eds) (1996). 'Occupational therapy in full-inclusion classrooms: A case study from the Moorpark Model'. *American Journal of Occupational Therapy* 50(9), 718-724.

Klaus, W., Chris, S. and Terry, W. (eds) (2000) 'Putting inclusion into practice'. *British Journal of Special Education*, June, 27(2)

Lutfiyya, Z.M. (1993) '*And Then We Just Became Friends': Creating Opportunities for Friendship*'. Boston, MA: Federation for Children with Special Needs and the Centre on Human Policy.

Mayrowetz, D. and Weinstein, Carol S. (eds) (1999) 'Sources of leadership for inclusive education: creating schools for all children.' *Educational Administration Quarterly*, Aug 99, 35(3)

McGregor, Gail. (1998) *Inclusive Schooling practices* [S.I.]: Pail H. Brookes

Mercedes, S., Tichenor, B.H. and Kathy, P.C. (eds) (2000) 'Parent perceptions of a co-taught inclusive classroom'. *Education Spring 2000*. Col.120 Issue 3, p569

Mercedes, S., Tichenor, B.H. and Kathy, P.C. (2000) 'Parental perceptions of a co-taught inclusive classroom'. *Education Spring2000* 120(3), p569

Moore, L.O. (1996) *Inclusion: a practical guide for parents -- tools to enhance your child's success in learning*. Minnetonka, MN: Peytral Publications.

National Association of State Boards of Education (1995). *Winning ways: creating inclusive schools, classrooms and communities*. Alexandria, VA: Author.

Peter, G. and Panters, S. (eds) (2000) 'Exclusion or inclusion? A perspective on policy in England for pupils with emotional and behavioural difficulties'. *Support for Learning* 15(1) (2000)

Riehl Carolyne. (2000) 'The Principal's Role in Creating Inclusive Schools for Diverse Students: A Review of Normative, Empirical and Critical Literature on the Practice of Education Administration'. *Review of Educational Research*; Spring, v70 nl p55-81

Rose, R., (2001) 'Primary School Teacher Perceptions of the Conditions Required to Include Pupils with Special Education Needs'. *Educational Review*, Jun, 53(2), p147, 10p

Salend, Spencer, J., Johansen, Merry, Mumper and Jean (eds) (1997) *The voices of two teachers*. Remedial and Special Education [H.W. Wilson - Edu]; Jan/Feb

Sapon-Shevin, Mara. (Dec2000-Jan2001) 'Schools fit for all'. *Education Leadership* 58(4) p34-39

Skritic, T.M., Sailor, W., and Gee, K. (eds) (1996) 'Voice, collaboration, and inclusion: Democratic themes in educational and social reform initiatives'. *Remedial and Special Education* 17(3), 142-157.

Slice, Roger. (2001) 'Inclusion in practice: Does practice make perfect?' *Educational Review* Jun, 53(2), p113,11p

Smith, T.E.C., Polloway, E.A., Patton, J.R. and Dowdy, C.A. (eds) (1995). *Teaching students with special needs in inclusive settings*. Needham Heights, MA: Allyn and Bacon.

Stainback, S., & Stainback, W., East, K., & Sapon_Shevin, M. (1994) (eds). 'A commentary on inclusion and the development of a positive self-identity by people with disabilities'. *Exceptional Children* 60(6), 486-490

Stainback, W., Stainback, S., and Stefanich, G. (eds) (1996). 'Learning together in inclusive classrooms: What about the curriculum?' *Teaching Exceptional Children* 28(3), 24-19

Stainback, W.C. and Stainback, S.B. (eds) (1994) *Creativity and collaborative learning* Baltimore: P.H. Brookes Pub. Co.

Staub, D., (1996). 'Inclusion and the other kids: Here's what research shows so far about inclusion's effect on non-disabled students'. *Learning* 25(2), 76-78.

Susan S. Zinkil and Tammy S. Gilbert (2000) (eds) *Parents' View: What to Consider When Contemplating Inclusion*. Vol.35 No.4, March, pp.224-227

Tomlinson, C.A., Callahan, C.M., Tomchin, E.M., Eiss, N., Imbeau, M., & Landrum, M. (eds) (1997). 'Becoming architects of communities of learning: Addressing academic diversity in contemporary classrooms'. *Exceptional Children*, 63(2), 269-282

Udvari-Solner, A. (1996). 'Examining teacher thinking: Constructing a process to design curricular adaptations'. *Remedial and Special Education* 17(4), 245-254

Udvari-Solner, A., and Thousand, J.S. (eds) (1996) 'Creating a responsive curriculum for inclusive schools. *Remedial and Special Education*' 17(3), 182-192

University of North Carolina. (Dec2000/Jan2001) 'High School Teacher Attitudes Towards Inclusion'. *High School Journal* 84(2), p7

Video: *Inclusion in New York, An Inside View*, 'Profiles of four schools that have made a commitment to developing inclusive special education programs' (1995) The New York State Education Department

Video: '*Learning Together*' Package', (1999) The NTW Department of Education and Training

Voltz, Deborah L, Brazil, Nettye, Ford and Alison. (eds) (2001) 'What Matters Most in Inclusive Education. A Practical Guide for Moving Forward'. *Intervention in School & Clinic* 37(1), p23, 8 p.1 chart.

Webb, N. (1994). 'With new court decisions backing them, advocates see inclusion as a question of values'. *Harvard Education Letter*, 10(4), 1-5

Enquiries

If you have any enquiries and suggestions about this set of Indicators, you are welcome to contact the Educational Psychology Service (New Territories) Section of the Education Bureau at 2437-7265; you may wish to put down your enquiries and suggestions in the box below and return it by fax to 2416-2478. Thank you.

Name of School : _____

Contact Person : _____

Telephone No. : _____

Fax No. : _____