Part III

Sharing from Principals and Presentation Posters and Case Studies from SENCOs
Part III

Part III provides good practices from primary and secondary schools. It consists of three sections:

Section 1
- Two principals shared their experiences in deploying SENCOs in the Mini-conference and Celebration of Achievement for SENCOs in June 2018*.

Section 2
- Each SENCO presented a poster* to showcase his/her school-based mini-project at the above event. Twelve presentation posters are featured in this section.

Section 3
- Ten case studies with SENCOs putting the tools into practical use and sharing their reflections and top tips are featured. The topics include Person Centred Approaches, provision mapping and management, training and continuing professional development (CPD) for teachers and teaching assistant, and Social Emotional Mental Health (SEMH).

* The gist of the PowerPoint files presented by the principals and some of the posters from SENCOs were translated from Chinese into English.
1.1 Words from a Primary School Principal

特殊教育需要統籌主任成果分享會
小學經驗分享
15–6–2018

學校背景
- 1984年創校，24班全日制小學
- 位於新界東
- 家長的社經地位一般，支援不足
- SEN、不同背景的學生日漸增多，形成學習差異
- 曾經歷生低潮，現生數字上升，穩步發展
- 2013–14學年開始成為「全校參與模式融合教育」奠基學校
- 2015–16學年獲教育部資助參加「創新基金—特殊教育需要統籌主任發展計劃」
- 2017–18學年度教育局推展「特殊教育需要統籌主任」

SENCO工作時間分配

<table>
<thead>
<tr>
<th>工作類別</th>
<th>約佔整體工作時間百分比</th>
</tr>
</thead>
<tbody>
<tr>
<td>與支援有特殊教育需要學生相關的工作</td>
<td>70%</td>
</tr>
<tr>
<td>教學工作</td>
<td>30%</td>
</tr>
</tbody>
</table>

學校應恰當地分配統籌主任的工作，以便統籌主任能運用約70%的時間於處理與支援有特殊教育需要學生相關的職務餘下的則用於課堂教學。

SENCO在學校發揮的作用

- 作為學生、家長及老師的溝通橋樑
- 協調如何有效運用校本資源
- 與教育局教育心理學家及校本言语治療師緊密溝通
- 為學生訂定支援計劃，以及功課及測考講適的安排
- 及早識別有特殊學習需要的學生
- 將社區資源分享予家長

SENCO在學習支援工作上的轉變

- 一頁檔案 (One Page Profile)
- 融合教學量表 (Inclusion Teaching Checklist)
- 課堂研究 (Lesson Study)
- 共融活動、朋輩支援
- 轉介基本的に職業發展

SENCO角色及職務上的轉變

- 家校溝通橋樑 (融合教育代言人)
- 整合校本資源 (融合教育資源策劃人)
- 增加與不同校內組別的協作 (融入教育協調人)
  - 教務組 (功課考試通過政策)
  - 教務組 (社交、行為、成長課、精神健康等)
- 課程組 (教學研究)
SENCO專業培訓的得著

- 了解以學生為本概念，從學生角度出發
- 認識如何運用不同工具，更有效支援SEN學生
- 認識一班為融合教育作出貢獻的同工，互相交流、分享、分擔、扶持、激勵
- 促進個人與教師團隊的專業發展和成長

校內溝通的轉變

- 建立與其他功能組別/科組的溝通及協作平台
- 協助輔導團隊照顧有精神病患學生的學習需要
- 與校長、副校長保持緊密溝通，讓政策推行能獲得管理層支持，同時也得到教師團隊的認同和配合

家校溝通的轉變

- 家長日（安排專家或親自會見個別家長）
- 個案會議（校內專家角色）
- 家長學校（改進轉銜安排，支援隔代照顧）

深化轉變、優化措施

- 強化「以人為本」的理念、支援各持分者（學生、老師、家長）同心同行。
- 提供更多元化的活動或服務機會予SEN學生，讓他們能發揮自己的長處，增強自尊及自信心。
- 功課課程安排能更富彈性，照顧不同SEN學生的需要（例：智障學生），進一步舒緩家長的壓力。
- 繼續師生對老師的期望，讓老師多欣賞學生能做甚麼，而非不懂甚麼，以提升團隊士氣。

深化轉變、優化措施

- 進一步與家長攜手同行，讓家長與學校共同面對 SEN學生的困難，互相支援，互相分憂，互相鼓勵。
- 為讓SEN學生及其家長較易面對轉變帶來的挑戰，完善轉銜的支援，特別是幼小或升中的大轉變。

「融合教育」發展的展望

- 期望優化的融合教育措施能讓學校有更多額外資源聘任老師或教學助理，入班協助照顧SEN學生，特別是幼小適應階段。
- 期望融合教育不是將 SEN 學生變得更特殊，而是讓他們在主流環境裡找到自己的位置，亦能在學校的氛圍內教育下一代互相尊重、欣賞差異。
- 期望 SEN 學生在學校共融的環境及有系統的支援下，能夠發揚其獨特性，找到他自己的位置。
- 期望 SEN 學生家在學校的協助下，接納子女的限制，看到子女成長的蹤跡與光，共同協助 SEN 學生找到自己的道路。
In gist, the primary school principal shared his views on the roles and responsibilities of SENCOs, with the emphasis that SENCOs could bridge the gap and facilitate better collaboration among stakeholders (i.e. students, functional groups of the school, parents, etc.) and paradigm shift in SEN support. He pointed out that SENCOs could make use of the practical toolkits (for example the One Page Profile, the Inclusion Teaching Checklist and Lesson Study) to further support the students with SEN.

The SENCO training could foster SENCOs’ personal growths and also allow them to make strong connections with other SENCOs in the field, thus establishing a tighter peer support network.

The school took the initiative to adopt new approaches and enhance the quality of the existing ones, with a view to cultivate a more accepting school culture, develop mutual respect among students and provide in-class support for students with SEN at the junior primary stage.
1.2 Words from a Secondary School Principal

特殊教育需要統籌主任
成果分享會
中學經驗分享
15-6-2018

學校簡介

一條龍辦學理念

二個也不放棄，照顧學生多樣性
支持的方針重心

 SEN組支援

還有教育心理學家

統籌主任為學校帶來的轉變？

學與教層面(一)

課堂中

- 人班支援
  - 年1初中課、年2初一開課，為人班支援計畫作準備
  - 按老師要求進行
  - 入班支援科目包括主科(中英文)、科學實驗課、家政、體育等
  - 目的是讓SEN學生有份參與課堂，從而提升學習成效
  - 運用Inclusion teaching checklist

教師培訓層面(一)

過去

- 全校性PD DAY
  - SEN組老師/TA與所有老師一同交流
  - 科組會議專業交流時段

學與教層面(二)

課堂後

- 與科任老師交流
  - SENCO/TA與科任老師加強交流，令課後支援更到位
教師培訓層面 (二)

轉變

► PD DAY
  - 深化不同項目的培訓，例：自閉症、雙性異性、科本異性
  - 科組PD(安排EP進入科組專業培訓)
  - 學輟專科、學援組(照顧學生多樣性)、全人發展組(組)
  - 個別PD
  - SENCO與科任老師進行專業討論

支援同事的培訓

學生層面 (一)

課程

► 加入生涯規劃元素
  - 星期六輔導班
  - 改變模式，先玩後上堂

學習支援 – (1) 星期六輔導班

• 桌遊
• 球類活動
• 剪髮班
• 抖數骰
• 西洋書法藝術
• 「影」出我風格(攝影入門)
學生層面(三)
活動
►午間遊戲室(桌遊)
  ❑ 每星期4天，每次30分鐘
  ❑ 建立朋輩關係
  ❑ 增加社交訓練機會
  ❑ 減少欺凌問題
►外出活動(試後活動或長假期進行)
  ❑ 參觀不同的工作場地(例：酒店、飛機維修等)及升學機構(VTC)
  ❑ 啟發學生思考前路，擴闊視野

學生層面(二)
課程
► 考試輔導班
  ❑ 高中有溫習需要，針對選修科
  ❑ 聘請導師
  ❑ 增加數量，亦提升質素

家長層面(一)
家長日
► 家長日前
  ❑ One page profile(檢視學生在學習上的優點或困難，同時亦可發掘學生興趣
  ❑ 增加家長與學生之間的正面對話
► 家長日當天
  ❑ SEN組(SENC,社工,TA協助)約見家長
  ❑ 增加家長、學生、老師之間交流
  ❑ One page profile

午間遊戲室
興趣/潛能發掘及生涯規劃—升學出路

One Page Profile
One Page Profile 題目

► 今年我學會的新事物
► 興趣班/運動/其他訓練
► 我覺得困難的事
► 想認識哪個職業？為什麼？
► 下學期．我想進步的地方
► 家人可以如何幫助我？
► 我可以如何幫助自己？
► 老師可以如何幫助我？

家長層面 (二)

► 家長小聚
  □ 吸納家長義工
  □ 支援期初活動
► 學生離校跟進
  □ 安排見家長
  □ 邀請家長一同參觀升學機構
  □ 填寫 Transition Form

學校層面

► 安排 SENCO 進入科組會議
  □ 例如：學與教（科）及學生全人發展（組）
  □ 掌握最新的學校政策．擬訂最到位的支援
► 與中層建立關係
  □ 例如： 職務、PD、訓輔、升輔......
  □ 增加 SEN 組與其他組別的交流．作專業擴散及跨組合作
► 優化 SEN 組的機制及程序
  □ 支援、培訓、與 TA
  □ 不會因人事變動而影響支援質素

優化 (一)

第一層

► 學與教方面
  □ 強化科任老師照顧 SEN 學生的能力
  □ 令能力稍遜的學生亦同時受益
► 配合學校未來發展方向 (整體教育)
  □ 進行班級經營

第二層及第三層

► SEN 學生的生涯規劃
  □ 認識多元出路
優化(二)

專業支援
► 與社工/教育心理學家(EP)協作

家長教育
► 增強家長教育
  □ 家庭照顧力度增強 → 學生就能被照顧得好

展望(一)

► 融合教育
  □ 讓SEN學生(非高度支援)融入一般學習
  □ 幫助學生融入社會

我們的想法

創造美好回憶
多元出路

正確價值觀及態度
有同伴，信任的人

展望(二)

► 減輕社會負擔，讓SEN學生(精神健康)
  □ 大部分學生家庭支援弱，學校支援對學生成長重要
  □ 在離校前改善狀況
  □ 在校建立能力及自信
  □ 找到自己生命的重要
In gist, the secondary school principal shared that the SENCO successfully brought positive changes in various aspects.

Regarding learning and teaching, the SENCO provided professional supports to teachers both in class and after class, utilizing the practical tools effectively and enhancing communication with subject teachers.

Regarding professional development, the SENCO extended the scope to cover twice-exceptional students, collaboration between the educational psychologist and functional groups of the school, and in-depth professional exchanges with individual teachers.

At student support level, career and life planning elements were included in Saturday remedial classes built upon interesting activities and the quality of the examination remedial classes were also enhanced. In addition, occasional outing activities were held to let students with SEN unleash their full potential and boost their confidence.

At parent level, the Person Centred Approaches were adopted and the arrangement of the parent day was elucidated.

At school level, how the SENCO established a working relationship with the middle management and collaborated with various functional groups was featured. Through the aforesaid quality measures, it was hoped that students with SEN would be included in everyday learning and be prepared to integrate into the society.
Each SENCO presented a poster to showcase his/her school-based mini-project in the Mini-conference and Celebration of Achievement for SENCOs in June 2018. Twelve selected presentation posters summarizing the mini-projects that SENCOs conducted are featured in this section. The two most popular topics were the implementation of Person Centred Approaches and Lesson Study.
2.1 Poster 1

PERSON CENTRED LEARNING PLANS

Aims: Based on the communication with the students, we could know more and understand better about their interests, hobbies, concerning aspects, the strengths, the weaknesses, and their academic and life planning in order to implement appropriate approaches, strategies and assessment as well as allocating the resources to personalize provision for students with SEN.

Tier 1
1. S1 Chinese group (Inclusive Teaching Checklist is introduced to the teachers)
2. Case study for Class Teachers.

Tier 2
1. Good S1 Students Scheme
2. “Expressive Art” Emotional Expressive group
3. Social-skill group
4. ADHD training group (balloon artwork)
5. Homework and Study group
6. Parents’ Night

Tier 3
1. IEP (Studying program, Dictation revision, eye-tracing game, reading training, etc)

Data – Academic Result

<table>
<thead>
<tr>
<th>Form</th>
<th>Student</th>
<th>1st term test (Average marks)</th>
<th>1st term exam (Average marks)</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Student A</td>
<td>109</td>
<td>89.45</td>
<td>79</td>
</tr>
<tr>
<td>S1</td>
<td>Student B</td>
<td>113</td>
<td>36.69</td>
<td>92</td>
</tr>
<tr>
<td>S1</td>
<td>Student C</td>
<td>122</td>
<td>28.55</td>
<td>117</td>
</tr>
<tr>
<td>S2</td>
<td>Student D</td>
<td>105</td>
<td>31.36</td>
<td>99</td>
</tr>
<tr>
<td>S2</td>
<td>Student E</td>
<td>118</td>
<td>26.91</td>
<td>111</td>
</tr>
<tr>
<td>S3</td>
<td>Student F</td>
<td>121</td>
<td>32.12</td>
<td>100</td>
</tr>
</tbody>
</table>

Activities:
1. Invited 5 students with SEN to share how they “succeed” in school life.
2. Their stories were shared to all students and teachers during morning assembly by Student Ambassadors of the Student Support Team.
3. All students were invited to write the articles for reflection (或反思文章).
4. SST Team selected the better articles for display in playground.
2.2 Poster 2

**Research Question:**
Can One Page Profile help teachers and parents understand more about the needs of students with SEN?

**Ripple of impact**
- Parents: Co-operate with teachers and care about students
- Students: Build confidence
- Teachers: Concern more about students’ needs
- SENCO: More knowledge

**Actions:**
- **October:** Prepared a lecture to introduce One Page Profile for all teachers.
- **November:** All class teachers applied One Page Profile with all students.
- **January:** Teachers shared the One Page Profile with parents on Parents’ Day. Other subjects teachers could also understand the needs of students with SEN through the One Page Profiles.

**Review:**
- Reviewed the effectiveness of the One Page Profile with all teachers at meetings of different levels.
- Interviewed some senior form and junior form students.
- Asked parents’ opinions about the tool.

**My next steps:**
- In the next year, we will use the One Page Profile again with P.2 to P.6 students.
- When teachers find difficulties to do the One Page Profile with some students with SEN, especially the students with AD/HD or ASD, we will accompany with them and gives them some advices.
- Improve the design of the One Page Profile as some students with SEN meet some difficulties in writing.

**Results:**
- Teachers understood the needs of the students with SEN, they tried to teach them with different strategies.
- Students with SEN became more confident and the motivation of learning increased.
- Parents started to care about their children from the students’ points of view.

**Findings:**
1. 100% of teachers said that they could know more about students’ interests and strengths.
2. 75% of teachers also said that most students from P.2 to P.6 could express their difficulties in learning and how they wanted their teachers and parents to help them.
3. Students with SEN could know more about themselves.
4. Some parents knew the needs of the students.
2.3 Poster 3

Can the Practice of Whole School Approach on One Page Profile promote the efficiency of learning and growth support for students with SEN?

**SMART Goal**

**Goal**

Implementing the SMART Goal

**Targets**

- For all 2016-17 students, One Page Profile should be completed in 2016-17 school year.
- The attendance level of students who participate in Tutorial Class increased 30%.
- Reduce 75% of students handling in creative homework.
- The attendance level of students who participate in students' growth activities increased 50%.
- 60% of the students who participate in student growth activities had become more confident and improved in their social skills.

**Measures**

- School-based One Page Profile.
- Attendance of Tuxorial Class.
- Attendance of Social growth activities.
- Qualitative of student growth activities.

**Outcomes**

- All 2016-17 students' One Page Profile will be completed within 2016-17 school year.
- 95% of students have joined Tutorial Class and the attendance level is no less than 95%.
- 40% of participants improve; 30% have no change, 14% got worse.
- 5 students participated in Tuxorial Class, and attended at least 40% of the course from Sept to Dec. The attendance level is 100%.

**Further Actions**

- Keep on launching new activities based on the data from students' One Page Profile.
- The rest of the students' One Page Profiles will be completed within 2016-17 school year.
2.4 Poster 4

Background
- There were 26 students with SEN in F3 last year and the One Page Personal Profile was supposed to be helpful in giving advice for the selection of elective subjects in F4.
- To minimize the labelling effect, the measure was implemented in all F3 classes.
- However, the result was far below expectation, even some negative effects appeared.
- The poor interview skills reduced the positive feelings and beliefs of the students.

The problem I wanted to solve/the aspect of SEN I wanted to make better was:
- To enhance the interview and questioning skills of teachers, so that they are well-equipped to implement the One Page Personal Profile.
- Data and information collected will be useful for teaching and learning.
- To enhance the relationship between teachers and students.

Final plan of action
- A mini-workshop about questioning skills was offered to those teachers who will use the One Page Personal Profile.
- The workshop lasted for one and a half hours.
- It was arranged before they used the One Page Personal Profile to get information for helping F3 students with SEN to choose the elective subjects in DSE.

Questioning skill training for teachers to improve the quality of data collected from the One Page Personal Profiles

These were my findings:
- All teachers who were responsible for collecting data by using the One Page Personal Profile had practised with the One Page Personal Profile under different scenarios during the workshop.
- According to the feedbacks from teachers who participated, they declared that they were more confident to interview the students with SEN with the One Page Personal Profiles after the workshop.
- SENCOs had causal conversations with some students with SEN who had completed the One Page Personal Profiles and most of these students interpreted the interview as a kind of caring from teachers.
- SENCOs had causal conversations with the teachers after they conducted the interviews and most of them claimed that they had used some skills learnt from the workshop.
- SENCOs had scanned the completed One Page Personal Profiles (about 70%) and the results were so far quite satisfactory.
- The frequency of answers such as ‘no’ or ‘nothing’ had decreased to a large extent.
- It was suggested that more useful data would be gathered.

Caring Is Everything
2.5 Poster 5

My project focus

The problem I wanted to solve/the aspect of SEN I wanted to make better was:
- A Form 3 student with SpLD (dyslexia)
- Tier 3 and repeated Form 1
- Insufficient vocabulary
- Many mistakes in writing
- Low learning motivation and self-confidence
- Unwilling to submit homework since Primary 4

My vision of success and intended ripple of impact.

Accepting by other pupils in class
Regain learning motivation and confidence
Willing to finish and submit homework
Be bold and try to finish writing in 500 words

My next steps
As a SENCO, I:
- Promote different classroom strategies to teachers in the school’s staff development
- Let teachers believe the effectiveness of different strategies for students with SEN

Understanding the learning needs of students with SpLD with the use of Person Centred Approaches

Initial thinking:
The actions I might take to solve the problem or make an aspect of SEN in my school better were:
- Person Centered Approaches: One Page Profile
- Understand the strengths, weaknesses, needs of the student and what the student is able to do in and outside the classroom
- Keep student information/records confidential
- Be more patient
- Remind the TA that he/she is not a personal assistant of the student with SEN

My initial question was:
- Why did he give up learning?
- How can he regain the learning motivation and confidence?

To help me answer my question

I planned to gather data in the following ways:
- The observation of the SENCO, Chinese teacher and TA
- The performance of the classwork and homework of the student with SEN
- The marks in the exam

From reading and research into my area of interest

I learnt:
- One Page Profile can help me understand the strengths, weaknesses and needs of student with SEN
- The reasons why he gives up learning
- We need to observe the progress of his learning
- We should set a learning plan which is suitable for the type of SEN

How reading and research helped me to change or firm-up on my plan of action.

Final plan of action ready to start was:
- Person Centered Approaches: One Page Profile
My action lasted for 24 weeks
It happened 4 times a week
These are the people who were involved and why:
- The student with SEN
- Chinese teacher for observation
- TA for teaching and observation
My question changed to:
- How to measure the progress of the plan

When I collected the data at the end of the action

These were my findings:
- The student with SpLD was willing to finish homework after school
- He could finish a writing with 500 words by himself
- He was willing to learn and ask for help when he met any problems in studying
2.6 Poster 6

Implementation of Person Centred Approaches to help students with SEN under Whole School Approach

Focus of my project

- The problem identified is the area that I could help students with SEN improve was:
  Most of the students with SEN lack of confidence because of their low academic achievements and unsatisfactory performance in the lessons. They think they are unpopular among teachers, so we need to find out the ways to boost their confidence.

From reading and research into my area of interest

- I learnt:
  The Person Centred Approach developed from the work of Psychologist Dr. Carl Rogers (1902 – 1987), working as psychotherapists and counsellors, use to day work and relationships.

How reading and research helped me to change or firm-up on my plan of action.

- The action I might take to solve the problem or help the students with SEN was to carry out the Whole School Approach.

Initial thinking:

- My initial question was:
  Are there any effective strategies that can help students with SEN on the school level?

Focus of my project:

- My vision of success and intended ripple of impact:
  - Motivating teachers
  - Enhancing students
  - Creating a more inclusive atmosphere at school
  - Enhancing communication and enabling them to produce and apply “Get Set Go!” plan
  - Practical use of the One Page Profile
  - Personalised Learning Environment

From reading and research into my area of interest:

- The Person Centred Approach developed from the work of Psychologist Dr. Carl Rogers (1902 – 1987), working as psychotherapists and counsellors, use to day work and relationships.

How reading and research helped me to change or firm-up on my plan of action:

- The action I might take to solve the problem or help the students with SEN was to carry out the Whole School Approach.

Initial thinking:

- My initial question was:
  Are there any effective strategies that can help students with SEN on the school level?

One page profile

- As a SENCO I should coordinate school matters relating to the support of students with SEN, assist the school management (i.e., the principal and vice-principal) in planning the development of the WSP, and IE and the implementation of inclusive school culture and improvement of students' well-being.

My next steps:

- As a SENCO I should coordinate school matters relating to the support of students with SEN, assist the school management (i.e., the principal and vice-principal) in planning the development of the WSP, and IE and the implementation of inclusive school culture and improvement of students' well-being.
2.7 Poster 7

Using Lesson Study to enhance the learning motivation of students with SEN action research

My project focus
With the use of Lesson Study, my project aims to promote teachers’ professional development and enhance their skills to plan, teach, reflect, evaluate and revise their lessons, in order to cater for learners’ diversity.

My Action Plan
It happened once a week and lasted for 4 weeks. Maths teachers and Panel head, EP and SENCO worked together to form the Lesson Study Group to develop practice in the classroom and focus on enhancing the learning motivation of students with SEN in Maths.

How to start
The lesson to be studied is jointly planned and owned by Lesson Study Group. This means the focus for the observers is less on the teacher and more on the learners and on the students with SEN in particular.

Lesson Study Cycle
1. PLAN
Our Lesson Study Group used “Co-Teaching” for our lesson study. We used multi-sensory learning materials to enhance learning, e.g. visual aids and the 2-tier worksheet with Scaffolding.

2. ACTION
In this step, our Lesson Study Group had meeting and decided everything related to the implementation of teaching and learning process. We also decided who will do the observation, what instruments to be used, and how the observation will be done.

3. OBSERVATION
The observation was intended to collect data determined in the planning session. The observation usually focused on the Mathematics teachers’ teaching, the students’ learning, and the interaction between the teachers and the students.

4. REFLECTION
We discussed about how the Mathematics teacher teaches, how the students learn, and how the teachers handled the class. The result of the reflection determined whether the next cycle should use the same action with some revisions or new action must be done to replace the previous cycle.

My Findings
Feedback from Maths teachers
- This emphasized different planning and teaching techniques and also gave us an opportunity to discuss how to support the learning of the students with SEN and to enhance the motivation of the whole class in learning Mathematics.

Analysis of the Observation
- The students with SEN tried to use the easier tier one worksheet to do the individual class work. It showed the eagerness and participation of the students with SEN have increased.

Analysis of the Lesson Study Group
- Maths teachers provided colourful visual aids which attracted the attention and increased the will of the students with SEN to learn.
- The Lesson Study Group provided opportunities for teachers without SEN training to work with other experienced colleagues such EP and SENCO, with the purpose of developing and refining inclusive pedagogical techniques to cater for learners’ diversity.

My Next Step
Build Lesson Study into school systems
SENCO as a leading teacher in-school coaching
Interview students with SEN after the lesson
2.8 Poster 8

**MY PROJECT FOCUS - LESSON STUDY**

**CAN STUDENTS WITH SEN STUDY WELL IN MATHEMATICS?**

My vision of success and intended ripple of impact

Findings:
1. The target students were willing to try to do the classwork (the tailor made worksheets), it meant their motivation had improved.
2. Three to four students were willing to spend extra time in school to finish the homework by themselves.
3. Most of them got higher marks than before in the Mathematics quizzes and exam.

Final plan of action
- Co-work with a Maths teacher
- Target students: 6 students with SEN
- Aim to improve their motivation and learning skills in Mathematics

MY NEXT STEPS
1. Formally sharing the outcomes with others
2. Creating time for Lesson Study and building it into school systems
3. Using leading teachers to support and develop the professional learning from Lesson Study and using the Lesson Study model as a platform for in-school coaching.
2.9 Poster 9

Learning Walks – the sharing of inclusive teaching strategies through professional learning community

Research Question:
Can Learning Walks encourage a supportive and reflective learning community to promote inclusive teaching strategies that enhance the learning of students with SEN?

Research tells us Learning Walks support professional learning through:
- Classroom visit
- Enhance students’ learning
- Promote & strengthen good teaching practices
- Gather data through observation & interaction with students
- Collegial & reflective conversation

The intended ripple of impact:
- Whole School Approach: To have classroom visit and share inclusive teaching strategies across panels
- Panel Level: To promote Learning Walks through bringing the experience into different panels
- Core Group: Teachers in Student Support Team
- SENCO

The try-out of Learning Walks

Planning
- To introduce the idea of Learning Walks to the principal & academic leaders
- To select potential colleagues for the try-out

Invitation & preparation
- To invite the target colleagues
- To have preliminary preparation through email:
  - The purpose and flow of Learning Walks
  - Inclusion Teaching Checklist
  - Namelist of students with SEN in the class & the characteristics

Pre-meeting
- Pre-meeting with academic leaders and participating teachers
  - To reflect on the characteristics of students with SEN and their learning styles
  - To go through the Inclusion Teaching Checklist and highlight some strategies already in use
  - To narrow down and pick 3 to 4 strategies to be put in practice during the Learning Walks

Learning Walks
- In the classroom visit:
  - To observe the learning of students
  - To gather students’ voice through interaction

Post-meeting
- Post-meeting with academic leaders and participating teachers
  - To appreciate and recognise the good teaching strategies with supporting evidences and students’ voice
  - To explain how the practices help the students with SEN

Findings:
- In carrying out the inclusive teaching strategies, the teachers have shown great creativity
- The post-meeting is supportive and constructive in recognising the good teaching practices
- The teachers’ confidence in catering for the diverse needs of students is boosted after the meeting
- The awareness for the needs and learning styles of students with SEN has been raised
Can Lesson Study help teachers know more about how to respond to and cater for learning diversity?

**Background:**
I learnt from the readings that lots of tools and methods are not only suitable for students with SEN, they are also beneficial to ordinary students. So can we help students with SEN by tackling learning diversity in the classroom so as to lower resistance from teachers?

**Project Focus:**
The Learning of Tier 1 students in the classroom

**Process:**
- The project started in the 2nd term of school year
- Lasted for five months
- Involved F.1 English teachers, F.1 Maths teachers and F.2 Chinese teachers
- Carried out lesson study with them
- Used One Page Profile and Inclusion Teaching Checklist

**Supporting Data:**
- Questionnaire from the participating teachers
- Worksheets done by students
- Conversation with other teachers

**Next Step:**
Influence more teachers; form a network in school to share good practices; continue to focus on Tier 1 learning by doing Lesson Study

**Findings:**
Students were more able to finish the worksheets by themselves
From the questionnaire, participating teachers agreed that Lesson Study could help teachers to know more strategies and techniques in helping all students to learn
2.11 Poster 11

Research Question: How can lesson studies help my students to improve their writing skills?

Background
- Students with great ideas but are weak in organization

My vision of success and intended ripple of impact.

Data collection methods
- Students are asked to reflect on their learning by answering "I can" statements

Mixed "buddying" is used for seating and paired or partner work. For example, more settled student paired with a student who finds concentration difficult.

Future work as a SENCO
- Continue to work with other core SEN team members and encourage this kind of lesson studies
- Continue to brainstorm more ideas with SEN team members to help students with SEN
- Continue to create a better environment in carrying out lesson observation culture in my school

Good Things
- Mixed buddying helps students, especially those with SEN, since they have more opportunities to express their feelings and the problems they have.
- Give teachers a chance to adjust the teaching methods and collaborate among the same level.

All S2 students
- S2 students (SEN) with weaker performance in Chinese
- S2 Chinese Subject teachers

SENCO
**Lesson study**

### My project focus

To help the new teachers improve the classroom management skills and create a culture of appreciation.

### Initial thinking

- To improve the classroom management skills of the new teachers who teach class 2C, which includes 5 students with AD/HD and 3 students with SplD.
- I hope the students with SEN in class 2C can follow their teachers' instructions to learn.

### My plan of action

- My plan started in mid-February, 2018. It lasted for 3 months and was carried out 5 times a week.
- The 2C class teacher, Chinese and Maths subject teachers, EP, SGO and me were involved in the plan.
- There are 5 students with AD/HD and 3 students with SplD in class 2C. The major subject teachers were new and young. Moreover, the class teacher could not manage the students' behaviour well, but she had to teach 3 subjects.
- I also found that the relationship among the students was not good. They always quarrelled with each other. So we decided to set a goal for them and the goal was to create a culture of appreciation in the class.

### Visual cues

- Various visual elements related to lesson study and student engagement.

### My finding

- Before carrying out the plan, I gathered the data by doing lesson observations and collecting questionnaires done by the relevant teachers.
- After the project, we found that the teachers' classroom management skills had improved. The students with SEN could follow their instructions. They did not leave the seats and shouted in the seats now. They could control their temper too.
- It was very happy to find that the relationship between teachers and students, and among students had improved. They appreciated each other by giving praise cards.

### Result

- After carrying out the plan, the students with SEN could follow the rules and instructions of the teachers. They could learn better and their motivations increased. It was very important that they could learn how to appreciate others.
- Moreover, 3A class teacher also found this plan useful and she tried to use some of the strategies and praise cards in her class.

### My next steps

- From this plan, I find it is very important to understand the problems that teachers and students with SEN are facing. So I need to approach different people and solve their problems. I will share the strategies with all teachers in the meeting. I will help more teachers and students with SEN solve their problems in the coming school year.
Section 3

Case Studies from SENCOs
3.1 Case 1

**Background**
I am a SENCO of an aided primary school. In my school, we always support students with SEN through a 3-tier Intervention Model. We seldom involve the views and experiences of students with SEN. The inclusive culture in my school is developing. I hope to introduce and implement the Person Centred Approaches by introducing the One Page Profile in order to cultivate positive and inclusive culture at school. Then our students with SEN will be more engaged in their school lives.

**The tool(s) I used**
- One Page Profile (*Practical Toolkit 5.1*)

**Implementation**
Firstly, as a SENCO, I tried out the One Page Profile with students who were provided with an IEP. Next, I invited teachers to conduct interviews with students with SEN by using the One Page Profile. Then, teachers invited students with SEN to launch a follow-up mini-project which aimed to build their confidence.
The details were as follows:

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Activity Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb-Jun</td>
<td>SENCO tryout</td>
<td>• SENCO conducted interviews with students with SEN who were provided with IEP, and • shared the One Page Profiles of those students with their teachers and parents in the IEP meetings.</td>
</tr>
<tr>
<td>Sep-Oct</td>
<td>Teacher training</td>
<td>• SENCO introduced the principles and application of the One Page Profile in the teacher training, and • shared difficult cases through demonstration videos.</td>
</tr>
<tr>
<td>Nov-Dec</td>
<td>Teachers 1st tryout</td>
<td>• Each teacher interviewed one to two students with SEN by using the One Page Profile.</td>
</tr>
<tr>
<td>Jan-Feb</td>
<td>Sharing of One Page Profile</td>
<td>• SENCO collected all the One Page Profiles from teachers. • The profiles were shared among class teachers and subject teachers in order to know more about students’ needs and interests.</td>
</tr>
<tr>
<td>Mar-May</td>
<td>Teachers 2nd tryout</td>
<td>• Each teacher invited one student with SEN to take part in a follow-up mini-project which aimed to build confidence of the student with SEN.</td>
</tr>
<tr>
<td>Jun</td>
<td>Teacher Sharing Meeting</td>
<td>• SENCO invited some teachers to share successful cases with others during the teacher meeting in order to praise them.</td>
</tr>
</tbody>
</table>

**Reflections**

- WSA is very important, since SENCO alone cannot cater for all of the needs of students with SEN. On the contrary, teachers can try to apply the Person Centred Approaches and help students with SEN build confidence in academic aspects or through activities at school.
Positive feedbacks from students with SEN:
- they were being listened to and respected by the teachers;
- teachers made friends with them and built better relationship;
- teachers helped them based on their needs mentioned in the One Page Profile, such as strengthening phonics skills to enhance spelling, building confidence in doing homework, etc.;
- teachers praised them when they had small achievements; and
- teachers helped them join school activities, e.g. uniform teams, football team or tutorial classes.

Positive feedbacks from parents of children with SEN:
- they knew and understood more about their children when teachers shared One Page Profile with them;
- they felt being respected as teachers listen to them and their children;
- they felt touched and appreciated teachers who had helped their children based on their needs mentioned in the One Page Profile, even the teachers were busy.

Positive feedbacks from teachers:
- they knew and understood more about their students;
- they could do more and provide help to their students although they did not have enough time;
- they talked with parents based on the One Page Profile, not only students’ academic report.

My next steps
For the next school year, I will implement and optimize the application of the One Page Profile in school. Apart from supporting students with SEN through the 3-tier Intervention Model, I will do more on planning and arranging supports to meet the needs of students with SEN. Then they would be more engaged in their school lives.

Top Tips
WSA is very important. Teachers’ participation under WSA can enhance the quality of student support, as SENCO alone cannot cater for all the needs of students with SEN. It can help teachers conduct better interviews with students with SEN patiently, concretely and respectfully.
Follow-up Mini-project of One Page Profile

Name of student: ____________________  Teacher: ________________
Class: ____________  Date: ________________
Duration: ________________
According to the One Page Profile, the main need or problem he/she had:

_____________________________________________________________________
_____________________________________________________________________
Main goals or plans (planned with the student):

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Supporting strategies or methods:

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Reflections: (reasons for success or not)

_____________________________________________________________________
_____________________________________________________________________

Feedback from student: (circle 😊) 5😊 represents the highest,
1😊 represents the lowest
➢ I like my teacher setting goals with me and helping me. ☺☺☺☺☺
➢ My teacher helps me with effective strategies. ☺☺☺☺☺
3.2 Case 2

Background
I am a SENCO of an aided secondary school. My school is a through-train school with the aim of catering for students with special educational needs (SEN), from Primary(P) 1 to Secondary(S) 6. Through a series of supporting approaches designed by both primary and secondary teachers, we hope to provide continuous and adequate training for the students.

At the same time, we will adhere to our school mission, from the student-centered perspective, to respect the uniqueness of every single student as well as maximizing their full potential so as to establish a caring campus.

What concerns us most is how to maximize the personal potential of students with SEN to help them build up a sense of success at school. In this connection, we have adopted the Person Centred Approaches to help them to formulate their personal career planning, to develop their talents and to set their own goals. Through various supporting strategies, students will be able to achieve their full potential in different designed activities. As a result, they can build up a higher level of self-confidence and enjoy their campus life, as well as having higher interest in learning.

The tool(s) I used
➢ Transition Thinkpad (*Practical Toolkit 13.1*)
➢ One Page Profile (*Practical Toolkit 5.1*)
➢ 4 + 1 Questions (*Practical Toolkit 5.3*)
➢ 5 Steps Listening Conversation (*Practical Toolkit 12.5*)
**Implementation**

In order to reach the above objectives, we have implemented the **Person Centred Approaches**. Through various tools and implementing WSA, students’ learning motivation was aroused with the use of activities. Furthermore, they were able to formulate personal career planning goal.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Goals</th>
<th>Focus</th>
<th>Method</th>
<th>Teachers Involved</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>P6–S1</td>
<td>Career planning for junior forms (Activities)</td>
<td>Understand their needs</td>
<td>SENCOs in primary and secondary schools used the Transition Thinkpad to achieve a smooth transition, through which the characteristics of the students, their learning difficulties and the used supporting strategies were understood. Based on the information from primary school, we designed supporting strategies to cater for their needs.</td>
<td>Primary School SENCO, Panel Head, Subject Teacher</td>
<td>Transition Form</td>
</tr>
</tbody>
</table>
Maximize potential
Secondary SENCO made appointments with students during free lessons and completed a One Page Profile, in which the strengths and weaknesses of the students can be understood. With regard to their strengths, they were recommended to join suitable school clubs, activities and competitions to maximize their full potential. To offset their weaknesses, subject teachers were invited to come up with practical solutions to overcome their learning difficulties.

Suitable activities
Through taking part in school activities and competitions, students gave play to their talents, thus building up self-confidence and fostering a sense of success.
### Career Counseling Program

**Grades:** S3–S4  
**Goals:** Career planning for senior forms (learning)  
**Focus:** Jobs content  
**Method:** Through One Page Profile, with regard to students’ interests, we formulated school-based career counseling program to allow students to understand their strengths and career paths, so that they could set up their studies and career goals. Career Counseling Team also arranged some visits to related institutions so that students could understand different programs.

5 Steps Listening Conversation was adopted when interacting with parents to explore possible career paths for their children.

**Teachers Involved:** Social Workers, Career Counseling Team, Parents  
**Tools:** One Page Profile, Listening Conversation

<table>
<thead>
<tr>
<th>Grades</th>
<th>Goals</th>
<th>Focus</th>
<th>Method</th>
<th>Teachers Involved</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>S3–S4</td>
<td>Career planning for senior forms (learning)</td>
<td>Jobs content</td>
<td>Through One Page Profile, with regard to students’ interests, we formulated school-based career counseling program to allow students to understand their strengths and career paths, so that they could set up their studies and career goals. Career Counseling Team also arranged some visits to related institutions so that students could understand different programs. 5 Steps Listening Conversation was adopted when interacting with parents to explore possible career paths for their children.</td>
<td>Social Workers, Career Counseling Team, Parents</td>
<td>One Page Profile, Listening Conversation</td>
</tr>
</tbody>
</table>
## Reflections

Through One Page Profile, students could reach their goals from the following three aspects:

- Students were able to explore their strengths and values through activities of the career planning programs designed by school social workers which I jointly conducted with the Career and Life Planning Team. Students acquired better knowledge of their study options and career paths.
Teachers knew more about the educational needs and strengths of the students with SEN, so that they were able to cater for their special educational needs and provide relevant study suggestions.

Parents had a better understanding of the strengths and weaknesses of their children, as well as school’s supporting strategies. As a result, home–school cooperation was formed.

My next steps
It is suggested that students should be divided into different groups and their One Page Profiles should be followed up by SENCO, SEN teacher and school social worker respectively. Their personal development should be taken care of by the same teachers throughout their 6–year study journey so that they can receive full attention from their teachers.

Top Tips
- Work with your colleagues.
- Collegial collaboration, support and communication were required in every learning stage, so as to help the students with SEN effectively and to implement the policy of the WSA to IE.
3.3 Case 3

Background
I am a SENCO of an aided primary school. Provision Map Proforma is one of the tools I found very helpful in the SENCO toolkits. My school has many different kinds of trainings for students with SEN which are conducted by teachers, social workers, teaching assistants or staff from non-government organizations (NGOs). We used to record the performance of students after training and evaluate outcomes with the records. However, the records only showed the year-end-performance of the students, they did not show the progress or improvement of the students. Provision Map Proforma provides me with a holistic picture of the effectiveness of trainings and most importantly, it shows the progress of the students.

The tool(s) I used
- Provision Map Proforma (*Practical Toolkit 7.2 & 7.3*)

Implementation
I started to use the new tool with the members of the student support team. Teachers used to record the performances of students by year-end and we used the records to review the effectiveness of training. I changed the format of the recording sheet and explained to the teachers about the use of Provision Map Proforma.

Teachers have to record the baseline of each student at the beginning of the training, using various methods for different types of training and SEN. For dyslexic students, teacher used a pre-test and post-test format to find the baseline and assess the actual outcome. For students with emotional and behavioral problems, teachers observed students’ behavior, such as playing temper or misbehavior, in the first training session, then compared the behavior with each session. For students with ASD, teachers recorded progress of each student after each training session for parent to follow up, and we evaluated the progress of the student by observation and feedbacks from parents and class teachers.
Teachers used the RAG (red, amber, green) system to visualize the learning progress of each student, so that SENCO has a clearer picture of the students’ progress to facilitate discussion. The student support team discussed the effectiveness of each training group and the progress of each student with the information provided on the Provision Map Proforma. We reviewed the training by using the proforma and used it as a reference to plan for trainings in the next year.

**Reflections**

The information provided by Provision Map Proforma gave reflections on the embedment of skills and knowledge students learned.

Teachers who tried the Provision Map Proforma found it easy to use and meaningful. When the student support team used this proforma to review the effectiveness of each training group, teachers found it easier and clearer to view the progress of students. With the information shown on Provision Map Proforma, teachers could also have a better view of student’s progress and the quality of training provided by the NGOs. It helped evaluate and monitor the quality of training provided by NGOs.

I amended the proforma we were using instead of creating a new one. This made the changes smooth, because teachers would feel burdened by heavy paper work.

Having a clear and visual representation of the progress of students in training is good. However, I found the measurement of outcomes did not provide enough qualitative information. The skills students learned in training should be generalised into the classroom, not only in training groups. Therefore, the evaluation on students' progress should include the performance of students in class or daily school life.
My next steps

- After implementing the Provision Map Proforma with members of the student support team for the first year, I planned to broaden its usage. In the second year, all the SEN training groups will have to use the Provision Map Proforma to submit their year-end record. Therefore, teachers will have to consider how to establish the students' baseline performances, the expected outcomes and the actual outcomes after training.

- Good communication among training teachers, class teachers, and parents is essential. It is important to help students transfer the knowledge and skills learned in a group to a class or daily life. Sufficient communication between the three parties is encouraged. For the Theory of Mind training for students with ASD, student progress will be provided to parents by SENCO after each training session. Therefore, parents can give more support on the enhancement of the trained skills. Training teacher has to consider the students' performance in class and outside the training, as well as for the actual outcome. The Provision Map Proforma can provide a more comprehensive picture of the student progress.

Top Tips

- Embed the Provision Map Proforma into the existing school-based student record form and evaluation form instead of creating something new.
3.4 Case 4

Background
I am a SENCO of an aided secondary school. There are around 70 students with SEN in our school, including those with SpLD (60%), AD/HD (35%), ASD (7%), SLI (30%), ID (6%), HI (4%) and MI (less than 1%) in our school. We implement around 20 individual education plans (IEPs), mainly for students with ID, MI and co-morbid difficulties.

For better transition from primary school to secondary school, students with SEN in form one and form two are given priority in the implementation of IEPs. Besides, my school attaches importance to the life planning for students with SEN in S3 and S4. We strive to maintain and develop the healthy cognitive, physical, psychological, emotional and social development of the students with SEN. As a SENCO, I have been assigned and empowered by the principal, who gives me full support, to have the specific role on the resources management and the planning of the supportive strategies under the WSA.

I am responsible for many SEN-related duties, such as:

- Collecting different data and information for analyzing the needs of students with SEN;
- Planning the supportive strategies and professional services;
- Bridging the communication amongst different professionals and stakeholders for students’ benefits;
- Balancing different demands from various parties;
- Evaluating the effectiveness of strategies implemented and services provided;
- Conducting professional development and support for all school staff; and
- Strengthening external liaison with organizations, authorities and the community outside school, etc.
The tool(s) I used

- Provision Map Suggested Headings (*Practical Toolkit 7.1*)
- Provision Map Proforma (*Practical Toolkit 7.2 & 7.3*)

Implementation

Refer to the two tools, the following headings were adopted in my school-based Provision Map Proforma:

1. Name of intervention
2. Content details of intervention
3. Intervention tier (1/2/3)
4. Baseline start-point
5. Expected outcomes
6. Session length
7. No. of session per week
8. Group size
9. No. of groups
10. Staff involved in planning and delivery
11. How knowledge and skills will be embedded
12. Actual outcomes / impact / progress (qualitative and quantitative)
13. Red Amber Green (RAG) of success
14. Costs (time, manpower, venue and money) per student and in total

We would like to use the Whole School Provision Map Proforma to evaluate the effectiveness of the intervention and to track the provision and progress for individual students. To begin with, I identified a member of the Student Support Team, who has completed the structured training courses on supporting students with SEN pitched at Basic, Advanced and Thematic levels and has experience in teaching students with SEN, to be my partner in trying out the proforma.

We made use of the relevant documents and the One Page Profiles as an overview of the needs of students with SEN and set the priority in the provision.
We conducted evaluation on the effectiveness of the interventions or strategies for both individual students (e.g. speech therapy and classes for students with SpLD) and the WSA (e.g. inclusive education) during and after the provision of the services. It provided important information in a more cost-effective way for future planning.

In order to collect students’ voice and to promote inclusive culture, we implemented the One Page Profile with all the students. All teachers were involved in the implementation. Additional attention has been given to the students with SEN individually by social workers, counsellors and several voluntary teachers. According to the data collected and analyzed, we provided some potentially suitable services to the targeted students according to their needs.

The means our school has adopted in collecting qualitative and quantitative data for evaluation are listed below:

- Pre and post-interventions questionnaire (based on the purposes and expected outcomes of the interventions)
- Student’s individual comments and self-reflections
- Teachers’ observations (e.g. class observations) on the service providers and receivers (including students, parents and teachers) during the implementation of interventions
- Service providers’ and professionals’ observation, comments and evaluation on the students with SEN
- Teachers’ comments on students’ daily performance in class and outside the class (both quantitative and qualitative data)
  - Attendance and punctuality (days of absence or being late)
  - Punctuality on submission of homework (e.g. checking the handbook and homework bag)
  - Tidiness of students’ school bags
  - Bringing proper materials for the lessons
• Learning attitudes and attentiveness in the class (e.g. frequency of inattentive behaviors, tendency of following teacher’s instructions and collaboration with other students)
• Relationship and communication with classmates and teachers
• Attendance and performance in extra-curriculum activities
• Professionals’ comments and evaluation
• Student’s self-evaluation
• Parents’ observations and comments
• Academic performance (e.g. dictation, quiz, test and exam scores)
• Visual aids for recording the progress (e.g. photos and video recordings)

The graduated approach “Access–Plan–Do–Review” has been adopted to supervise and evaluate the effectiveness of interventions periodically (e.g. pre-test, post-test and during the process of the intervention) via formal conferences, such as IEP meetings, cross-disciplinary conferences, as well as through informal contacts, such as phone calls and WhatsApp, with different parties.

Reflections

- I have better understanding of the students’ needs and interests. The expectations of parents are vital to cost-effective interventions and strategies.
- Periodical evaluations and timely adjustments could prevent misallocation of resources.
- Greater involvement and better communication with different parties during planning, implementation and evaluation really helps in facilitating better cooperation and gains better results.
- Resource deployment (including grant and human resources), time and school culture are crucial and determining factors in the design of the Provision Map Proforma.
- Continuing professional development enhances the capacity of the teaching team and facilitates the implementation of education in school.
My next steps

- To equip and empower education practitioners in a continuous and strategic way to facilitate the provision of education, suitable accommodations and support to students with SEN.
- To strengthen the collaboration amongst different parties and professions to improve the effectiveness of interventions.
- To reallocate resources based on the needs of students in specific aspects (e.g. speech therapy) and investigate different types of interventions to enhance the results.

Top Tips

- Keep your eyes, ears and heart open to absorb, learn and communicate with others to engage everyone at school in the provision of support.
- Get someone to work with you to start from small, think bigger, do deeper and go further. Then spread it out as ripples from the bottom of your heart!
- Before taking actions, picture what you would expect to see.
3.5 Case 5

Background
I am a SENCO of an aided primary school. The school operates 30 classes and enrols around 90 students with SEN, including those with ASD, AD/HD, SpLD, HI, SLI and ID. I decided to implement the Inclusion Teaching Checklist in classroom which I learnt from the SENCO training since some of the teachers were not confident of catering for the needs of students with SEN.

The tool(s) I used
- Inclusion Teaching Checklist (Teacher) *(Practical Toolkit 9.3)*

Implementation
To implement the checklist, I sought advice from the Principal at the very beginning. Then a discussion with the Vice Principal and the Curriculum Head was conducted. Finally, a discussion was carried out among all the teachers in the meeting. All the teachers were invited to read through the Inclusion Teaching Checklist, and to choose the most suitable items for the students with SEN. The selected checklist items were put into the learning circle lesson observation form for teachers to use.

The learning circle observations were conducted around 2 times a week and lasted for 8 weeks. All teachers were involved since they either taught Chinese, English, Mathematics or General Studies. Every teacher would be using the learning circle observation form with the Inclusion Teaching Checklist to see if their teaching could help the students with SEN. Among the 54 teachers & SENCO, the composition of learning circle was as follows: 16 teachers teaching Chinese, 16 teachers teaching English, 14 teachers teaching Mathematics and 8 teachers teaching General Studies.
All the learning circles completed the lesson observation within the 8 weeks, and the teachers who observed the lessons completed the observation forms. The observation records were submitted to the curriculum head by the end of the 1st term. We noted that many items on the Inclusion Teaching Checklist have been implemented.

Then, we selected the ten most popular items from the Inclusion Teaching Checklist as the foci of the lesson observation:

**Whole Class:**
1. Support in place for students who can’t ‘hold things in their heads’ – Post–it notes, planners, individual whiteboards, study jotters, etc.
2. New or difficult vocabulary written up, pre–taught, displayed and revisited.
3. Use alternatives to questions to invite a response, e.g. making suggestions from which students can choose, ‘speculating’ making personal contribution from own experience.
4. Questions used to ensure the rest of the class is listening, e.g. ‘Does anyone have a question for Katie?’ ‘Who thinks the same as Jo?’, ‘Who thinks differently?’
5. Questions used to ensure the rest of the class is listening, e.g. ‘This one is for a quick response’, ‘This one needs several minutes to think about’, ‘This one I want you to work at for ten minutes in pairs’ etc.

**Independent and group work:**
6. Supported with visual cues where needed several minutes to think about’, ‘This one I want you to work at for ten minutes in pairs’, etc.
7. Students help and support each other with ideas; they give one another the space to think and respond to questions.
8. Materials and resources for tasks are easily available and accessible.
9. Buddying, use of ICT etc. are available to give access to tasks without having to read written instructions.
10. Appropriate learning behaviours are noticed and praised or rewarded.
Reflections
The observation by the teachers may be subjective according to their point of views since it was noted that some checklist items were checked by teacher A, while they were not checked by teacher B. Moreover, different checklist items may be applied to a particular subject while they may not be applicable to other subjects.

To better utilization of the checklist, it is suggested that before the lesson observation, the teacher who is going to teach the lesson give a brief explanation on how he/she is going to use different means to cater for the needs of the students with SEN, so that the observations by different teachers will remain consistent; or the teachers discuss and choose together which checklist item(s) they will focus on during the lessons.

On the other hand, subject teachers (Chinese, English, Mathematics and General Studies) may discuss about which checklist items will be more suitable for the respective subjects they teach so that these items can remind the teachers to be more aware of catering for the needs of the students with SEN during the lessons.
My next steps
1. Invite the teachers to give feedback on the use of the Inclusion Teaching Checklist.
2. Interview the students with SEN to ask them what kind of support they would benefit more from in different subjects.
3. Review the lesson observation form and see which checklist items should be kept and which may be suitable for a particular subject.
4. Renew the lesson observation form with the teachers for future use.

Top Tips
- Think big, start small.
- Feeling the connection with personal presence, that’s when you know you never walk alone.
3.6 Case 6

Background
I am a SENCO of an aided secondary school. The reason why we introduce Lesson Study in school is that most of students’ daily learning occurs in the classroom. If we focus more on tier-1 support – quality teaching in the classroom, all students (including students with SEN) can be benefited from it. In fact, learning diversity is a big issue we are facing because we have different types of students. Apart from students with SEN, we also have newly arrived children from the Mainland; those resume schooling; and of course ordinary students with different abilities. Thus, catering for learning diversity is a major concern in my school.

The tool(s) I used
- One Page Profile *(Practical Toolkit 5.1)*
  (To know more about the needs of students with SEN)
- Inclusion Teaching Checklist (Teacher) *(Practical Toolkit 9.3)*
  (For two purposes, first, before observing the lesson, choose several items to focus on and discuss with teachers, the items should relate to the school development plan; second, the items should be used for evaluation with teachers and appreciation of their efforts after observing the lesson)

Implementation
1. Before introducing Lesson Study in school:
   - Conducted staff development activities twice:
     - Firstly, we consolidated some tools and strategies in teaching students with SEN for catering for learning diversity in different occasions, including school visit, public seminar (Learning & Teaching Expo), different SEN-related courses and school sharing sessions, and shared in the staff development day every year to build a good foundation on inclusive teaching strategies for all teaching staff.
Secondly, I introduced the role and duties of SENCO and shared what I learnt from the SENCO training and the core tools that I applied in school, for example, One Page Profile, Lesson Study, etc. I explained my action plan about lesson study in the school year to help all the teachers understand what Lesson Study is and to get them prepared.

- Invited some target teachers involved in Lesson Study to join the student support team.
- Told teachers about the detailed implementation plan of Lesson Study which would be tried out in formal and informal ways in the next few years.
- Understood the learning needs of the students by using One Page Profiles.
- Started the Lesson Study in classes with a wider range of learning diversity first and focused on catering for learning diversity of all students, instead of focusing on students with SEN only.

2. The process of implementing Lesson Study

- Prepared the Inclusion Teaching Checklist and students’ One Page Profiles, discussed with the teacher about the learning needs of students and explored the appropriate teaching strategies.
- Went through the lesson plan with the teacher by using the Inclusion Teaching Checklist. We selected some core items in the checklist for trying out in the lesson.
- Conducted the lesson observation by using the Inclusion Teaching Checklist.
- Conducted a post-observation meeting, SENCO expressed appreciation of teachers using the inclusion teaching strategies in lesson. Most teachers were not aware that they had already carried out some inclusion strategies. As a SENCO, I encouraged the teachers and said “You have already done a lot! You can do it!”
- Invited teachers involved in the Lesson Study to share the good practices and experiences in their subject meetings.
Reflections

- Lesson Study will be more effective if:
  - Compatible with the school development plan;
  - Try something easy first, get success and go for something harder;
  - Focus on catering for learning diversity of all the students, instead of the learning of students with SEN only. It can reduce the resistance from teachers;
  - Share formally and informally on what SENCO implemented in school with your colleagues;
  - Listen to colleagues’ views and consider their views while planning; and
  - Welcome other teachers to the open lesson conducted by SENCO demonstrating the inclusion teaching strategies.

My next steps

- I will continue to focus on quality first teaching, so I will start the Lesson Study in different key learning areas (KLAs) to broaden the impact of Lesson Study on some target teachers and in different subjects.
- I will invite teachers to share their experiences in subject meetings and staff development activities.

Top Tips

- Think big, start small; step by step, one by one.
- Work with your colleagues, not just asking them to follow without your participation.
3.7 Case 7

Background
Teaching is the most important duty of all teachers. Teachers who have good teaching skills and communication skills often affect students' learning capacity. As a SENCO, he/she should be more sensitive to the needs of students with special educational needs, so he/she could assist colleagues by reminding or sharing related inclusive teaching skills.

In my school, SENCO is a new position implemented since the 2015/16 school year. My experience of being a SENCO is still not rich. I am a SENCO of an aided secondary school. As a SENCO, I find it difficult to organize school-based professional development activities alone. Therefore, I tried to use Learning Walks as professional development activities for teachers.

The tool(s) I used
- Learning Walks Notepad (*Practical Toolkit 9.7*)
- Inclusion Teaching Checklist (Teacher) (*Practical Toolkit 9.3*)

Implementation
Lesson observations have been conducted by subjects in my school every year. Besides, the principal attended the lesson observation cycle of different subjects. As a SENCO, I embedded the Learning Walks into the school based lesson observation schedule, in order to reduce the pressure on colleagues. Before implementing the Learning Walks, I selected some core items from the Inclusion Teaching Checklist as the foci of the lesson observation.
Initially, I entered the classrooms together with the principal when he was conducting the lesson observations in order to promote the early stage of the Learning Walks. After establishing the lesson observation routine, it slowly expanded to include different combinations of teachers. The Learning Walks could be developed in accordance with the principal's lesson observation schedule. Many teaching staff from different committees and subjects were involved, for example, the assistant principals, SENCO, curriculum development leader, department heads, class teachers and subject teachers. They participated in the Learning Walks to understand the students' learning situation through walking into different classrooms. The Learning Walks built a professional dialogue in sharing some good practices among each other, and enhanced the atmosphere of sharing.

During the Learning Walks, SENCO recorded what teaching and communication skills the teachers had used to cater for the needs of students with SEN when they were facing learning difficulties in the lesson. In the post–Learning Walks meeting, we shared practical and effective pedagogy with other groups of colleagues.

**Reflections**

- It is a good and practical way to enhance the quality first teaching.
- Colleagues did not feel pressured because the Learning Walks had been embedded into the school schedule.
- The middle management team recognized that SENCO had contributed to improving the quality of teaching and learning and providing assistance to other teachers.
- Most of the teachers who were being observed also felt good. They paid more attention to effective pedagogy for students with SEN, and built a more caring team atmosphere.
- Through the Learning Walks, SENCO participated in the lesson observations to empower what other teachers did well in the lesson and enhanced their professional development. It was more positive than just focusing on their teaching skills or reviewing the Inclusion Teaching Checklist.
My next steps

- I will share the record of the good classroom teaching skills and communication skills with all colleagues after completing the Learning Walks. The key message for teachers who were not involved in the Learning Walk is that they have the opportunity to understand and learn together.
- I will collaborate with the educational psychologist on relevant teaching and communication skills, conduct professional development activities, and incorporate effective and inclusive pedagogies for students with special learning needs.
- As a SENCO, I usually try out some practical skills to cater for the learning needs of students with SEN, and I will open up my classrooms for teachers who are interested in learning more about them and provide them with assistance.

Top Tips

- In line with the school’s existing development plans and needs
- Starting from a teacher who has the same vision with you
- Taking on the professional development mentality
- Reducing the pressure is an important consideration
3.8 Case 8

Background
I am a SENCO of an aided secondary school. My school has been implementing the WSA to IE. Catering for learning diversity is one of the foci of the school development plan. Over 15 teaching assistants (TAs) have been employed with the Learning Support Grant (LSG) and the funding from other projects to cater for the needs of students with SEN. TAs are the core frontline staff supporting students with SEN. However, most TAs lack the basic knowledge and experience in teaching and supporting these students, especially those who are not the members of the student support team. Thus, conducting training for TAs is the one of the items in my action plan this year.

The tool(s) I used
- Inclusion Teaching Checklist (Teacher) (*Practical Toolkit 9.3*)
- School-based training materials (combined with pamphlets from Special Education Resource Centre, my note from different training and my experience)

Implementation
My main goals of the TA training programme included fostering TAs’ confidence in supporting students with SEN, and promoting the implementation of WSA to IE. I had good communication with the principal and other team leaders and solicited their support to launch the training. Two sessions of training for TAs were conducted and seven TAs from non–student support team were recruited.

The pre-survey and individual interviews were conducted to listen to their concerns and views before the training. Almost 60% of them had little understanding about the supportive strategies. Among the nine types of SEN, TAs faced more difficulties in supporting students with AD/HD and ASD.
In the two sessions of training, I collaborated with the school social worker and counselors to conduct the training. The core elements of the training included:

- School-based IE policy, including the work allocation in implementing IE;
- Distribution of students with different SEN types and tiers of support;
- Major characteristic of the nine types of SEN, especially SpLD, AD/HD and ASD;
- Implementation of the Inclusion Teaching Checklist;
- Experience sharing on handling difficult cases; and
- Evidence-based and effective inclusive teaching strategies and communication skills, for example:
  - giving appropriate and explicit instructions;
  - providing specific praise statements;
  - giving positive feedbacks;
  - questioning skills;
  - visual aid and visual organizers; and
  - scaffolding

The post-survey was conducted a few weeks after the training. The percentage of understanding on the supportive strategies and the confidence in supporting the students with SEN increased. Most of the TAs revealed that they had a better understanding about the characteristics of the students with SEN and the difficulties they were facing. They also tried to apply what they learnt in daily practices.
Reflections

- **My vision of success: Ripple of impact on training TAs:**
  - TAs becoming more confident and less fearful of handling the needs and problems of the students with SEN
  - TAs having acquired successful experience in helping the students with SEN to improve and make changes by using the strategies that they learnt in the training
  - TAs transforming their mindset, from believing the students with SEN are always problematic and reluctant to change, to the belief that, if we have adopted the appropriate supporting strategies, the students with SEN will then be willing and able to make changes, or to behave well
  - TAs having better interaction and communication with the students with SEN

- Collecting qualitative and quantitative data for the evaluation of the effectiveness of the training is important.
- Training TAs is the beginning of the journey. SEN related work cannot be carried on without an enthusiastic attitude and high motivation. I hope the junior TAs can be inspired and motivated by the training sessions.
- In the two sessions of training, the school–based IE policy, rationale behind the policy and the vision were introduced. I shared with them the planning, implementation, review and enhancement of the supportive measures for students with SEN.
- The major purpose of the training was to boost the intrinsic motivation of TAs to learn and try new strategies, and make their work in supporting the students with SEN meaningful to them. In this way, they would not give up easily or shed their responsibilities when they face challenges along their journey.
My next steps
- Collaborate with the Professional Development Committee to conduct training for TAs and new staff on a regular basis in the future.
- I will be a peer tutor of TAs. I will provide more professional views and support for the TAs. I will listen to their views and share some micro-skills and experiences through an informal channel.

Top Tips
- Align your TAs duties with your team’s vision.
- Providing professional development for non-student support team members is good for facilitating the implementation of WSA to IE.
- Keep good communication with the principal and other team leaders can help solicit their support to launch the training.
3.9 Case 9

Background
I am a SENCO of an aided primary school. By following the school motto – “With faith, with hope and with love”, my school aims to promote IE by adopting the WSA with the principle – “Give up no one, nurture everyone”.

As a SENCO, I learnt about the Person Centred Approaches and relevant tools from the SENCO professional development activities, which was conducted by the UK training expert Ms. Angela Scott. It is very useful. I agree with the belief that everyone has his/her potential. This is why the role of teachers is very important that their guidance can help students with SEN understand their strengths and accept their weaknesses. Students can experience the joy of success through the process, hence gaining self-confidence, self-discipline and self-reliance.

The tool(s) I used
- Iceberg (Practical Toolkit 4.1)
- Co-occurrence (Practical Toolkit 4.3)
- One Page Profile (Practical Toolkit 5.1)
- Control Plan (Practical Toolkit 11.1)
- Person Centred Calming Planner (Practical Toolkit 11.2 & 11.3)
- Actioning Happiness (Practical Toolkit 14.1)
- Locus of Control (Practical Toolkit 14.4)
- RCSA Rainbow Scaling Tool (Practical Toolkit 14.5)
Implementation
Firstly, in order to be well prepared, we have translated the tools mentioned into Chinese. Then, I led the members of the student support team to use One Page Profile for communicating with a few of our students and their parents. This tool allowed us to understand the students in depth and even parents to have excellent communication with their kids. This experience showed the essentiality of the Person Centred Approaches. We benefitted from listening to the students’ voice, and they could let teachers know more about their needs.

My school is providing many pull-out programmes, after-school learning and support programmes and intensive remedial teaching programmes for students with different types of SEN.

We utilized these tools in different situations in order to assess students’ conditions and understand their strengths and weaknesses. We set achievement goals with the students and teachers according to the data collected. During the process, we guided the students by using these tools to understand their progress and let the teachers know more about the needs of the students.

In the process of engaging the students in discussions or other activities, students were willing to express their views in a sincere manner and they wished the teachers and parents could spend more time listening to their thoughts.

Reflection
Through this experience, I realize the importance of humanism. During the communication with students, teachers and parents, I found that there are many advantages in adequate and effective communication among the stakeholders, which are listed below:
Enable teachers to have better understanding of the difficulties the students are facing and look after the individual needs of students, especially in the classrooms;

Enable parents to have better understanding of the difficulties the Children are facing and try to solve the problem together;

Enhance the self-awareness of own strengths and weaknesses of students with SEN. It assists students to set reasonable goals and to achieve them. The students are reinforced by joyful experience of success so that they could achieve more next time.

My next steps
When we have accumulated adequate experience, I will share the SEMH toolkit with more colleagues so that more students could be benefited.

Top Tips
- Understand the concept of the Person Centered Approaches and the relevant tools before using them.
- Regular discussion on the utilization and adjustment of the tools is also essential in order to use the tools effectively.
- The Person Centered tools are not an one-off documentation. We need to discuss and follow up with students and parents from time to time and update the One Page Profile with students regularly, in order to better grasp students’ learning progress and personal needs.
3.10 Case 10

Background
I am a SENCO of an aided secondary school. My school is a secondary boy school with an approved boarding section subvented by the government and offering a basic seaman training. My school operates 12 classes, two classes at each year level from S1 to S6. Most students in school have weak family support and low socio-economic status.

The tool(s) I used
- Good Day Bad Day (Practical Toolkit 5.2)
- Control Plan (Practical Toolkit 11.1)
- Person Centred Calming Planner (Practical Toolkit 11.2 & 11.3)
- Actioning Happiness (Practical Toolkit 14.1)
- Behaviour for Learning & Classroom Resilience Planner (Practical Toolkit 14.2)
- Happiness Planner (Practical Toolkit 14.3)
- Locus of Control (Practical Toolkit 14.4)

Implementation
Early identification is the most important step for catering for the needs of students with mental illness. S1 to S3 students are my target students. Key steps to screen out the target students are as follows:

Step 1:
We selected some Social Emotional Mental Health (SEMH) tools from the SENCO toolkit as mentioned above to find out students who have negative emotions from the whole class.
Step 2:
While conducting the screening process, I used these tools to guide all the students to be aware of their emotions (“These things make me anxious / calm”), to try to express their emotions and to find some solutions listed on the tools. According to their responses, we found that some students were suffering from different kinds of emotional and physical problems, such as loss, stress, anxiety, behavioural difficulties, and disturbed sleep. I even found some bullying cases in their responses.

Step 3:
We selected some needy cases for further follow up after individual meeting with teachers from the Student Support Team. Among these cases, a S3 student was selected to be a target to work with. The student showed his worry about his daily life and behavior being affected by negative emotion. He was willing to communicate and wanted to improve the relationship with his parents. After obtaining the parental consent, we began to work with him with the captioned tools to understand his thoughts and to relieve his negative emotion.

Reflections
By using SEMH tools, such as the Person Centred Calming Planner and Good Day Bad Day, we can collect a lot of information and listen to students’ voice. We also need to set-up an efficient system for document filing and archiving due to a large amount of information collected.

Also, instead of using the complete set of SEMH tools, I found that the selection of SEMH tool should be student-oriented. In the above case, the S3 student, choosing two tools was a right decision.

In fact, SEMH toolkit is a new thing to my school. In my school, a variety of formal (e.g. social worker program, emotion seminar, student support service) and informal systems (e.g. teacher observation) are already well established, so the basic support for students with emotional problems and mental illness is in place. SEMH tools provide an alternative way for screening and supporting students’ needs on top of the current systems.
In the above case, I applied two simple tools for screening students with negative emotion from the whole class effectively. It promoted teachers’ in-depth understanding of the development of student and encouraged them to seek professional assistance if necessary.

**My next steps**
I begin my promotion of SEMH tools to my colleagues with small steps. The members of student support team are my main target, since they are well-equipped and have better understanding of the diverse needs of the students, thus more prepared to work with me.

**Top Tips**
- More communication with students to build a good relationship.
- Get to know a student’s daily life, peer relationship in particular.
- Keep close contact with the parents and class teachers.
- Encourage students to seek help from teachers if they have concerns in mental health.
- Create a harmonious atmosphere; be peaceful and empathetic in handling emotions and resolving problem.
- Recognise the significance of social, emotional and mental health difficulties.