



***'i – Journey'* Paid Non-local Study Leave Scheme for Secondary School Teachers 2019/20**
Programme A(8)* – Catering for Learner Diversity
Late April – Mid-June 2020
Sydney, Australia

Programme Brief

Background

Australia is well-known for its fair and inclusive practices that promotes equity and excellence. The most recent Australian Curriculum is designed to support and recognise the needs, interests and learning abilities of all students encompass cognitive, affective, physical, social, and aesthetic curriculum experiences. Australian Professional Standards for Teachers, which explicitly defines teachers' quality and effective teaching in the 21st century, also stresses the importance of teachers to structure their lessons to respond to students' diverse needs and support teachers' professional development in this area.

This Sydney-based study programme is expected to provide participants with knowledge of relevant theories, research and latest policies and practices in Australia, and, more importantly, offer insights into how the effective measures can be adapted in the Hong Kong context. In particular, participants will learn the principles and strategies of engaging and teaching students with a range of diverse abilities and needs through curriculum planning, instructional practices and evaluation strategies.

Aim

The Programme aims to enable participants to

- (a) acquire knowledge of Australia's education system and its key features, with a special focus on the latest policies and practices in catering for learner diversity and its delivery of inclusive education;
- (b) learn about systems and instructional support in Australia's classrooms which have been effective and successful in establishing an inclusive environment that embraces, nurtures and educates students regardless of their differences in backgrounds and abilities;
- (c) gather knowledge and strategies for the evidence-based practices deployed by the effective Australian schools in catering for learner diversity and inclusive education;
- (d) integrate structured learning and attachment experience to become reflective practitioners; and
- (e) develop teacher leadership through sharing learning outcomes in Professional Learning Communities (PLCs) and disseminating good practices.

Quota

The quota for the Programme (2019/20) is **20**.

* Programmes A(1) – A(6) were announced via EDBCM No. 134/2017, No.199/2017, No.179/2018 and No.190/2018 and completed in the 2017/18 s.y. and 2018/19 s.y. Relevant details can be retrieved from EDB website: (<http://www.edb.gov.hk/i-Journey>).

Department of Educational Studies, Macquarie University

The Programme will be delivered by the Department of Educational Studies, Macquarie University in conjunction with expert staff from Academy of Continuing Professional Development in Education (ACPDE). Being a newly established organisation of Macquarie University that works alongside outstanding school practitioners, academics and researchers, ACPDE utilises the university’s world-leading expertise, extensive experience and excellent research partnerships to develop evidence-based professional development courses for educators across all sectors. The University is ranked 8th in Australia in the subject of education in the 2019 QS ranking.

Programme Content (Late April – Mid June 2020)

Phase One (2019/20 s.y.)	Week 1	Pre-trip Preparation (Hong Kong)		
	Weeks 2 – 6	Overseas Experience (Sydney, Australia)		
		Structured Courses, for example:	School Attachment	Other Learning Activities, for example:
		<ul style="list-style-type: none"> ● Principles & policies in inclusive education and catering for learner diversity in the Australian education system ● Strategies for evidence-based practices to cater for learner diversity ● Systems & instructional support to support learner diversity ● Designing teaching and learning strategies to meet the needs of diverse learners 	<ul style="list-style-type: none"> ● Weekly attachment to four secondary schools ● Class observation, shadowing, co-planning and co-teaching with local teachers 	<ul style="list-style-type: none"> ● Visit to primary school and education support school/ education support centre at a mainstream secondary school ● Individual consultation with mentor ● Consolidation and debriefing sessions ● Self-learning sessions
	Weeks 7 – 8	Post-trip Consolidation (Hong Kong)		
Phase Two (2020/21 s.y.)	Implementation of Finalised Proposal			



(Image source: <https://www.mq.edu.au/bighistory/photos/library.jpg>)