

融情第五篇

香港兒科醫學會演講及兒童健康獎2010

「教育有讀寫障礙的兒童：十年來合力創造的成果」

英文版詳細內容

Detailed English Version



融情第五篇

- 香港兒科醫學會邀請教育局副秘書長葉曾翠卿女士，於二零一零年五月六日出席香港兒科醫學會(2010)演講宴會致辭及領獎。該演講會是由香港兒科醫學會於二零零七年設立，目的是表揚在促進兒童健康方面有貢獻的本地人士。葉太對今次獲得該學會頒發的兒童健康獎項感到非常榮幸，並認為這項殊榮是學會對教育局及教育界工作的認同。

融情第五篇

- 葉太今次演講的題目為「教導有讀寫障礙的兒童：十年來合力創造的成果」。在演辭中，葉太道出為讀寫障礙兒童發展教育服務的里程碑：

融情第五篇

- a) 八十和九十年代可算是初展階段，這個問題在香港首次被確認而引起專業人士之間的討論。期間，一些簡單的評估工具和小組輔導計劃亦應運而生。
- b) 2000年是一個支援讀寫障礙學生的轉捩點，本港首次出版標準化的小學生評估工具，有效推展及早識別，讓有關學童可及早獲得支援。
- c) 從2000年起進入一個持續發展的階段，將服務進一步擴展和微調。

融情第五篇

- 葉太亦概述如何從多角度支援有讀寫障礙的學生：
 - a) 教師培訓 - 由 2007/08 學年起制訂了一個五年教師專業發展架構，有目標地提高在職教師照顧有特殊教育需要學生的專業能力。
 - b) 全校參與的政策 - 所有學校應採納「全校參與」模式，照顧學生的特殊教育需要。
 - c) 給予學校額外資源及專業支援 - 教育局鼓勵學校按學生的不同需要，彈性地調撥資源，以「三層支援模式」照顧學生的個別差異；亦讓有成功經驗的學校與其他學校分享。

融情第五篇

- d) 專業研究及發展學習資源 - 為期五年的「喜閱寫意賽馬會讀寫支援計劃」在二零零六年開展。現時，計劃已踏入第四年，並發展了幼稚園階段的預防性計劃；推出新的評估工具及學習資源，供中、小學作支援有讀寫障礙的學生之用。
- e) 跨界別合作 - 教育局與大專院校、非政府機構及衛生署攜手合作，向有讀寫障礙的學生及其家庭提供全方位的支援。
- f) 提高公眾意識 - 教育局會運用大眾傳播媒體的影響力，加強公眾人士了解及接納有讀寫障礙的學生。

融情第五篇

- 為有讀寫障礙學生提供的教育服務在香港已有相當大的進展，當然我們還是要持續發展，不斷完善。在局內，我們重視從各個層面支援有讀寫障礙的學生，各專業及前線工作人員亦對支援有讀寫障礙的學生已有一定的認知及承擔。教育局與倡導組織及其他服務機構已成功建立伙伴關係，對有讀寫障礙的學生抱有共同的希望。隨著加強校本支援、師資培訓和提供更多有實證的輔導教學資源，有讀寫障礙的學生將能夠在學校更有效地學習。最重要的是我們確信每個人都有不同的多元智能，並鼓勵他們發揮潛能。

Detailed English Version

The HKPS Oration & Medal on Child Health 2010

Educating Children with Dyslexia:

What we have achieved together in the past ten years

- The Council of Hong Kong Paediatric Society invited Mrs Betty Ip, Deputy Permanent Secretary for Education (School and Professional Development Branch), Education Bureau, to deliver the Oration at the Hong Kong Paediatric Society Child Health Oration and Banquet 2010. The Oration was established by the Society Council in May 2007 in recognition of a notable person who has contributed significantly to the advancement of knowledge, betterment of services, health education, and advocacy on child health in Hong Kong.

- Mrs. Ip was honoured to receive the award (HKPS Medal on Child Health 2010). She saw herself as a representative of EDB and all the education professionals receiving this award. She gave her special thanks to the critical friends from the medical sector, Dr CHAN Chok-wan and Dr. Catherine Lam; as well as Professor Connie Ho of the University of Hong Kong for her research efforts, the Jockey Club for sponsoring the READ and WRITE project, advocacy organizations, professionals and front-line workers.

Major Milestones in the Development of Educational Services for Dyslexic Students over the Past Decades

- Mrs Ip's oration was entitled "Educating Children with Dyslexia: what we have achieved together in the past ten years". In her oration she laid out the major milestones in the development of educational services for dyslexic students over the past decades as follows:-
 - a) The 80s and 90s can be considered as the initial stage when the significance of this issue was first recognised in Hong Kong and debated among the professionals. At the same time, some simple assessment tools and group remediation programmes were tried out.

Major Milestones in the Development of Educational Services for Dyslexic Students over the Past Decades

- b) The year 2000 is a turning point in the history of educational support for dyslexic students in Hong Kong. It was a milestone year marking the publication of the first norm-referenced screening tool for primary school students. With this tool, teachers were empowered to identify children at risk of dyslexia more effectively with the help of a checklist. The year 2000 also marked the publication of the first professional assessment tool for use by psychologists to diagnose primary school children with dyslexia. The publication, promotion and application of these tools had not only raised the awareness of teachers and the general public but also led to more students being able to receive better support from schools as a result of early identification.
- c) From 2000 onwards, it is a period of continuing development when services are being further expanded and fine-tuned.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- Mrs Ip also summarized the major developments of the multi-focus model for supporting students with dyslexia as follows:
 - a) Teacher training – This has been a major focus. To further enhance teachers' capacity in supporting students with special educational needs (SEN), a 5-year professional development framework with training targets for in-service teachers has been put in place, starting from the 2007/08 school year. The Framework consists of structured courses on SEN at three levels as follows:

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- A Basic Course (of 30 hours) and an Advanced Course (which lasts 90 hours) on Catering for Diverse Learning Needs; and
- A series of Thematic Courses on specific SEN Types (with a duration of 60 hours for each course)

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- It is expected that within the five years from the introduction of this Framework in 2007/08, at least 10% of teachers in each ordinary school will have completed the Basic Course; at least three teachers will have completed the Advanced Course; at least one Chinese Language teacher and one English Language teacher will have completed the Thematic Course on Specific Learning Difficulties.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- b) Whole-school Policies – Supporting students with dyslexia is a whole-school issue. EDB expects all schools to adopt a Whole-school Approach to supporting students with special needs, which is to be documented in the School Development Plan. Measures such as raising staff awareness about dyslexia, setting up a School Support Team, identification and assessment procedures, subject-specific teaching strategies, organisation of interventions, accommodations in learning and examinations and parent involvement should be in place and regularly reviewed by the schools.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- c) Funding and professional support for schools - Schools are provided with funding to address student diversity in their school. The Learning Support Grant (LSG), first introduced in primary schools in the 2003/04 school year and in secondary schools in the 2008/09 school year, is provided to schools according to the number of SEN students in need, including those with Dyslexia. EDB encourages schools to use the funding flexibly to address the varying degrees of needs of the students through the following 3-tier intervention model:

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- Tier-1 support, which is preventive in nature and refers to quality language teaching in the classroom for all students. It takes the form of differentiated teaching in handling early signs of learning difficulties.
- Tier-2 support, which refers to the “add-on” intervention for students assessed to have persistent learning difficulties. This may involve small group learning, pull-out programmes, etc.
- Tier-3 support, which targets at a relatively small number of students who need intensive support, special accommodations, specialist support, etc. in the light of their more severe learning difficulties.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- In addition to financial resources, EDB also initiated the School Partnership Scheme and Resource Schools programmes, under which schools with good practices in catering for dyslexia management are provided with additional resources to share their experiences with other schools.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- d) Developing expertise and specific learning resources – Mrs Ip mapped out a blue-print for the 5-year READ & WRITE Project and embarked on the project in June 2006 with a budget of over \$150 million. The project has already achieved great success. Currently in its 4th year, the READ & WRITE project has developed a prevention programme at kindergarten level, published new assessment tools and evidenced-based learning resources for both primary and secondary students with dyslexia, conducted training for a target of 5 000 primary school Chinese language teachers and introduced a district support model for parents.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- e) Cross-sector collaboration – In order to provide the full range of support for dyslexic children and their families, EDB reaches out and works hand in hand with the tertiary institutions and the Department of Health. Through the Quality Education Fund, EDB has funded more than 30 projects of schools, tertiary institutions and NGOs on resource development and service provision to children with Specific Learning Difficulties. In consideration of the difficulties of dyslexic students and to more fairly reflect their academic abilities, EDB liaised with the Hong Kong Examination and Assessment Authority in 2004 to introduce special examination arrangements in public examinations.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

Such special arrangements were also applicable to internal assessments in schools. In order to enhance the articulation pathways for these students, EDB has also liaised with the Vocational Training Centres to introduce special arrangements for the admission of dyslexic students. EDB also values its partnership with the Hong Kong Association of Specific Learning Disabilities.

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia

- f) Promoting public awareness – Dyslexic students need an equal opportunity to demonstrate their knowledge and skills. Understanding by the general public is important to dispel prejudices about their ability and to create opportunities for them to realise their strengths and talents. In this respect, EDB will continue to make use of the mass media such as radio and television programmes, publicity leaflets and web-based information to promote understanding and acceptance.

Progress and Way Ahead

- Mrs Ip was happy to say that educational services for dyslexic children in Hong Kong have come a long way. Within EDB, the importance of support to dyslexic students is acknowledged at all levels and there is an equally strong awareness and consensus amongst professional and front-line staff.

Progress and Way Ahead

- EDB has become partners to advocacy organisations and other services, sharing the same hope and dream for dyslexic children. EDB anticipates that with enhanced school-based support, teacher training and more evidence-based intervention resources available, dyslexic children would be able to better succeed in schools. In particular, we should recognise their multiple intelligences and encourage them to develop their potentials.