

Actions for the Future – Further Consultation on Career-oriented Studies and the New Senior Secondary Academic Structure for Special Schools

**Curriculum Development Institute
Education and Manpower Bureau**

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The NSS Academic Structure for Special Education

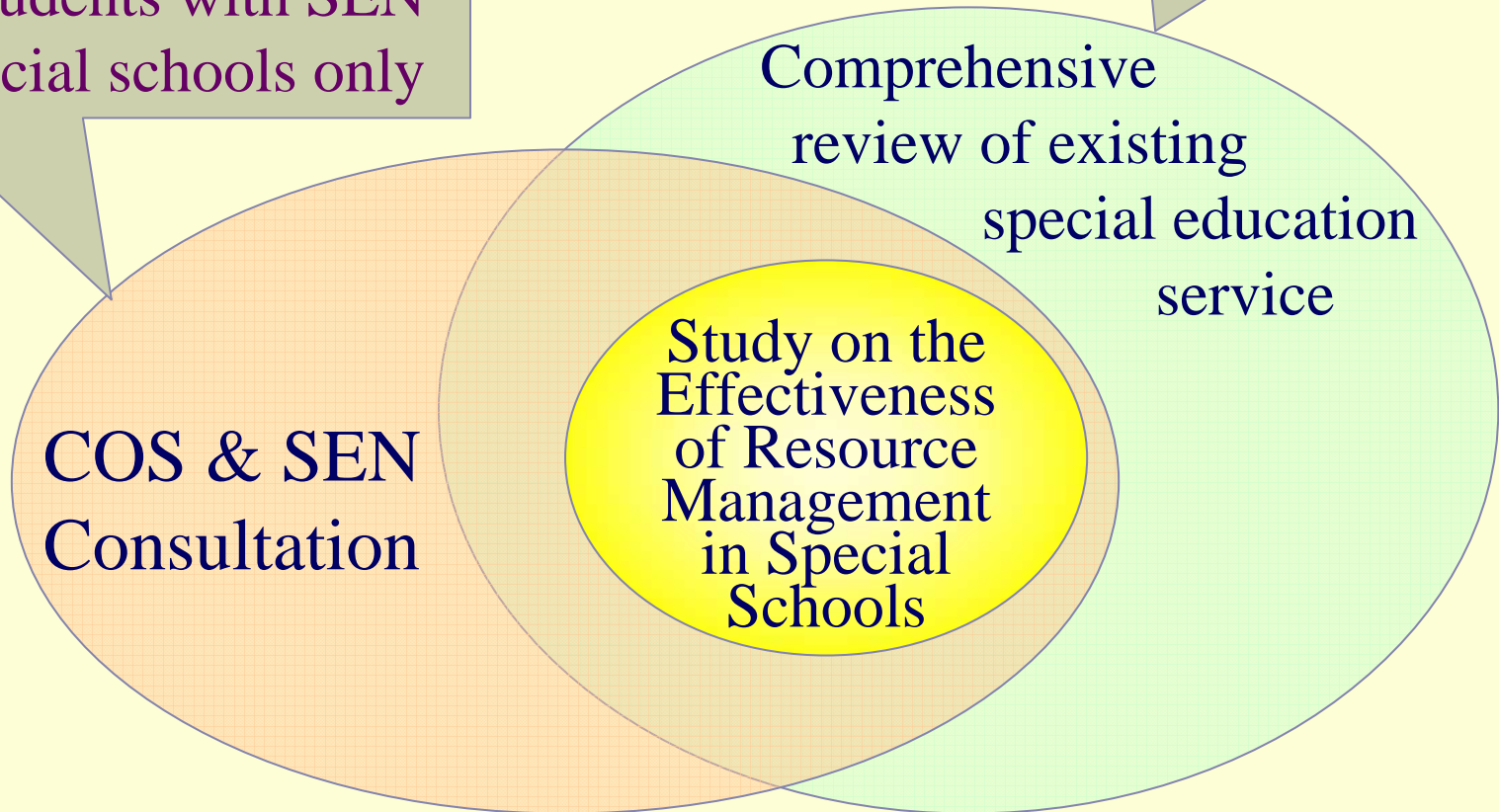
For students with SEN
in special schools only

For students with SEN in
school education

COS & SEN
Consultation

Study on the
Effectiveness
of Resource
Management
in Special
Schools

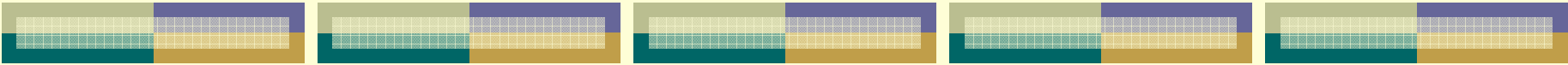
Comprehensive
review of existing
special education
service





Position Statement and Principles on special education services

- Same curriculum framework, with adaptation to suit students with different learning characteristics and needs
- 12-year primary and secondary education
- Same assessment mode with appropriate assessment accommodation
- Students may need “extra time” to complete basic education, e.g. students with physical disability and students who are hearing impaired
- Preparation for independent living and adult life
- Individualized Education Program (IEP) with specific learning target



Proposed Structure for Special Schools under NSS

- **Schools for the Visually impaired (VI)**
 - **Maintain the existing academic structure.**
 - **School placement for students ready for integration**
- **Schools for the hearing impaired (HI)**
 - **maintain 10 years of basic education + 3-year senior secondary education for students with normal intelligence**



Proposed Structure for Special Schools under NSS (cont'd)

- **Schools for the physically disabled (PD)**
 - **maintain 10 years of basic education + 3-year senior secondary education for those with normal intelligence**
- **Schools for social development**
 - **extend the academic structure by 3 years to cover senior secondary education**



Proposed Structure for Special Schools under NSS (cont'd)

- **Schools for the intellectually disabilities (ID)**
 - **3 years of junior secondary and 3 years of senior secondary education**



Students with intellectual disabilities (ID)

● Curriculum framework

- *Design principles*

- Adaptation of the seven learning goals
- Progress beyond prior knowledge in basic education
- Build on experiences gained from Extended Years of Education (EYE)
- Lateral coherence
- Interface with further education and the world of work



Students with intellectual disabilities (ID)

- *Curriculum structure*
 - **Core**
 - **Electives**
 - **Other Learning Experiences**

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Assessment for students with ID

- **IEP sets specific learning goals and expected learning outcomes**
- **Assessment of progress through school-based assessment**
- **Reported in Student Learning Profile (SLP)**
- **Systemic assessment as long-term goal**



Exit Pathways

- **Post-school institutions to review the contents of existing training courses to articulate with the NSS(ID) curriculum including adapted COS experiences gained by students at school**
- **Collaborate with the education, welfare, rehabilitation, business and vocational training sectors to enhance the employability and employment opportunities of students with SEN**



Resource Provision

● Principles

- **Committed resources for potential demand for additional classes in special schools for extended years of learning**
- **Students' curriculum needs, expected learning outcomes etc to inform resource provision**
- **Continue to consult schools to increase flexibility on deployment of resources**



School Fees

- All SS students of special schools have to pay school fees
- Same school fees for both ordinary and special education sectors
- Needy students can apply to SFAA for fee subsidy



Professional Development (PD) for special schools

- **Workshop for school leaders**
- **PD Programmes for teachers: -**
 - **Understanding curriculum and assessment**
 - **Collaborative teaching**
 - **The use of IEP**
 - **Curriculum leadership and management, etc**

Critical milestones for key actions (I)

Key Actions	2006	2007	2008	2009
Policy on SEN “334”				➤ Implementing the NSS (SEN)
Curriculum Development	<ul style="list-style-type: none"> ➤ Producing guidelines for NSS(ID) with broad framework on core and electives for implementing R&D projects ➤ Launching R&D projects on NSS (ID) curriculum 	<ul style="list-style-type: none"> ➤ Developing 1st draft of Curriculum & Assessment (C&A) Guides for NSS (ID) 	<ul style="list-style-type: none"> ➤ Developing 2nd draft of C&A Guides for NSS(ID) ➤ Revising and consolidating the C&A Guides 	

Critical milestones for key actions (II)

Key Actions	2006	2007	2008	2009
Learning/ Teaching (L/T) resources		<ul style="list-style-type: none"> ➤ Disseminating Curriculum exemplars for NSS (ID) 	<ul style="list-style-type: none"> ➤ Disseminating by phases curriculum resources, packages and exemplars on NSS(ID) 	
Professional Development Programmes (PDP)	<ul style="list-style-type: none"> ➤ School leader workshop for heads and teachers of special schools ➤ PDP for heads, teachers and specialist staff of special schools such as Curriculum leadership and management; Implementing IEP and Curriculum adaptation on NSS(ID) 	<ul style="list-style-type: none"> ➤ Focusing PDP for heads and teachers for students with ID to match the development of R&D projects such as:- <ul style="list-style-type: none"> * the Development of network learning community * Student Learning Profile * Enriching subject knowledge on specific KLAs * Sub-levels learning outcomes 		
Assessment and HKEAA Recognition		<ul style="list-style-type: none"> ➤ Collaborating with HKEAA in developing learning outcomes framework (LOF) for students with ID 	<ul style="list-style-type: none"> ➤ Reviewing & revising the LOF for students with ID 	<ul style="list-style-type: none"> ➤ Consolidating the LOF for students with ID ➤ Studying & developing systemic assessment for students with ID in collaboration with HKEAA

Thank you!

