



中華人民共和國香港特別行政區政府總部教育局  
Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

香港添馬添美道2號政府總部東翼5樓506室 特殊教育及幼稚園教育分部  
Special Education and Kindergarten Education Division, Room 506, 5/F, East Wing,  
Central Government Offices, 2 Tim Mei Avenue, Tamar, HK

本局檔號 Our Ref.: (12) in EDB(SES4)/IE/55/17(2)  
來函檔號 Your Ref.:

電話 Telephone: 3509 8520  
傳真 Fax Line: 2119 9061

29 April 2013

Clerk to Panel  
Subcommittee on Integrated Education  
Panel on Education  
Legislative Council  
Legislative Council Complex  
1 Legislative Council Road  
Central, Hong Kong  
(Attn.: Miss Polly YEUNG)

Dear Miss YEUNG,

**Panel on Education Subcommittee on Integrated Education  
Follow-up to meeting on 19 February 2013**

At the Panel on Education Subcommittee on Integrated Education (the Subcommittee) meeting held on 19 February 2013, the Administration was requested to provide the latest statistics on the number of students with special educational needs (SEN) and the number of students being provided with individual education plans (IEP).

The number of students with SEN studying in public sector ordinary primary and secondary schools in the 2012/13 school year is about 31 390. To facilitate students with SEN to learn in ordinary schools, the Education Bureau (EDB) encourages schools to adopt the Whole School Approach and a 3-Tier Intervention Model to support these students, taking into account their need and the tier of support required. Under the 3-Tier Intervention Model, students with

severe learning difficulties are provided with Tier-3 support under which schools are required to draw up an IEP for the student concerned. An IEP includes the learning objectives and strategies which meet the individual needs of students, with achievement criteria stated in an observable and measurable manner. It is formulated after discussion among school personnel, related professionals like the educational psychologist and the parents. During the implementation of the IEP, teachers make observations, communicate with parents and collect data on the progress of the student on an ongoing basis to evaluate the effectiveness of the instructional strategies and classroom practices to adjust the support required. Schools review IEP regularly following the schedule set therein and invite the parents to participate where necessary. Based on the information provided by schools, about 1 600 students are provided with IEP in the 2012/13 school year (as at April 2013). As for the other students with SEN, ordinary schools are required to keep a Student Support Register to record the support and adaptations offered, their academic performance and progress as well as the adjustment of the type and level of support required, etc.

As regards other information on the implementation of Integrated Education as requested by the Subcommittee including professional development of teachers, nurturing of expertise and knowledge management in the EDB and public education , please refer to the attached information paper.

Yours sincerely,



(Miss Hera CHUM)  
for Secretary for Education

For Information

**Legislative Council Panel on Education  
Subcommittee on Integrated Education**

**Implementation of Integrated Education  
Teacher Professional Development, Training for Specialists of the Education Bureau  
and Public Education**

**Purpose**

In response to the issues raised at the meeting of the Subcommittee on Integrated Education held on 19 February 2013, this paper briefs Members on teacher training, training for specialists and knowledge management of the Education Bureau (EDB), and publicity activities relating to the implementation of integrated education (IE).

**Teacher Professional Development and Training**

2. Effective implementation of IE hinges on teachers' grasp of the policies on and their professional capacity in catering for students with special educational needs (SEN). In this connection, the EDB launched a five-year teacher professional development framework on IE (the Framework) in the 2007/08 school year. Under the Framework, structured training courses on catering for students with SEN pitched at Basic, Advanced and Thematic (BAT) Courses were offered for teachers. Training targets were also set so that schools could arrange for teachers to attend different courses in a systematic manner. It was expected that a critical mass of teachers having received related training will be formed in each ordinary school and those teachers would guide their counterparts to implement IE through the Whole School Approach. As at the 2011/12 school year, the total numbers of teachers<sup>1</sup> who had successfully completed the Basic, Advanced and Thematic Courses were as follows:

Teacher	Basic	Advanced	Thematic	<b>Total</b>
Primary	1 901	716	2 040	4 657
Secondary	2 133	876	1 932	4 941
<b>Total</b>	4 034	1 592	3 972	9 598

3. By the end of the 2011/12 school year, about 7 000 teachers in public sector ordinary primary schools had received training in special education (i.e. successfully completed training of 30 hours or more in the BAT Courses or other relevant courses

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<sup>1</sup> Including those in government schools, aided schools, caput schools, schools under the Direct Subsidy Scheme, private schools and special schools.

approved by the EDB), representing about 40% of the total number of teachers in public sector ordinary primary schools. As for secondary schools, over 4 000 teachers had received training in special education, accounting for about 16% of the total number of teachers in all public sector secondary schools.

4. A review on the Framework has been conducted. Findings showed that schools and other stakeholders had positive views on the BAT Courses, and the sector shared that the training was effective. To further enhance the professional capacity of schools and teachers in catering for students with different types of SEN, the EDB has launched a new round of BAT Courses starting from the 2012/13 school year. While the content of the Basic Courses and the core module of the Advanced Courses basically remain unchanged, in consideration of the international trend of supporting students according to their needs, we have re-categorised the elective modules of the Advanced Courses and the Thematic Courses into three groups: (i) Cognition and Learning Needs; (ii) Behavioural, Emotional and Social Development Needs; and (iii) Sensory, Communication and Physical Needs. We have also adjusted the training targets<sup>2</sup> according to the training needs and progress of schools to ensure that schools would have more teachers equipped with the knowledge and skills to support students with SEN. All along, we have been encouraging schools to arrange for their teachers to attend relevant courses with reference to the training targets with a view to enhancing the professional standard of teachers in special education. We also understand that schools need to determine the pace for arranging their teachers to receive training in special education having regard to their actual needs. To this end, we must strike a balance when setting the overall training targets. We will continue to provide schools with their teacher training situation regularly to facilitate their school-based planning and review in order to meet the training targets. We will also review the training targets when appropriate.

5. In parallel, the EDB will continue to arrange seminars, workshops and experience sharing sessions on SEN-related themes for teachers and other school staff where necessary. The EDB has also been encouraging local teacher education institutions to make “special education” or “catering for students with SEN” a compulsory module for the pre-service education programmes so as to enhance pre-service teachers’ knowledge in these areas. Currently, all teacher education institutions have already included the above topics as compulsory modules in their pre-service teacher education programmes, hence enabling all new teachers to receive knowledge and skills in taking care of students with SEN.

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<sup>2</sup> The training targets for each of the public sector ordinary schools to be achieved by the end of the 2014/15 school year are as follows:

- at least 10% to 15% of teachers will complete the 30-hour Basic Course;
- at least three to six teachers will complete the 90-hour Advanced Course; and
- at least three to six teachers will complete the 90 to 120-hour Thematic Courses (with at least one teacher completing the course(s) under the three categories as far as possible).

## **Training of Specialists and Knowledge Management in EDB**

6. Since July 2012, policies and services relating to support for students with SEN have been put under the purview of Special Education and Kindergarten Education Division (the Division) in the EDB. Under the Division, there are different special education sections responsible for planning and implementing IE policies with a view to providing appropriate support for schools. The Division is mainly staffed by specialists (including educational psychologists (EPs), speech therapists (STs) and audiologists) and inspectors, all of whom possess the relevant special education qualifications prior to appointment. The EDB also arranges on-the-job training for staff after their appointment (see paragraphs 7 to 9 below for details).

7. Different teams have been set up under the Division for major SEN types (including specific learning difficulties, intellectual disability, autism spectrum disorders (ASD), attention deficit/hyperactivity disorder (AD/HD), physical disability, visual impairment, hearing impairment, and speech and language impairment (SLI)). Led by Section Heads or experienced specialists, these teams study the latest academic literature and participate in activities such as seminars and conferences to enhance staff's professional knowledge and capacity in supporting students with various types of SEN, keep the staff abreast of the latest developments in special education and foster professional exchanges. The specialists and inspectors also attend training courses organised by local or overseas tertiary institutions with a view to enhancing their professional knowledge in various aspects of special education.

8. For IE, the Division arranges overseas study visits for officers to gain insight into the implementation of IE abroad. Exchanges of views with the relevant education authorities and academics, as well as visits to different types of schools and institutions have enhanced officers' understanding about the latest developments on IE. Good practices gathered abroad are also adapted and shared among schools in Hong Kong. Some examples include, adopting the Tiered Intervention Model to support students with specific learning difficulties drawing on the experiences of some western countries; arranging executive skills training for students with AD/HD and introducing systematic vocabulary building strategies for strengthening learning effectiveness of students with SLI etc. The Division also arranges annual professional sharing days for specialists and inspectors, covering sharing of overseas visit experiences, updates on support for different types of SEN, and discussions on ways to enhance support for IE. Local and overseas academics are also invited to give thematic talks and seminars on IE development and ways of supporting students with SEN to enable the specialists and inspectors to have a firmer grasp of these topics.

9. In addition, EPs in EDB offer continuous professional development activities for both EPs in the EDB and aided schools in the form of seminars/workshops, case conferences

with psychiatrists for case sharing and discussion, and learning circles for development of specialties, etc. The EDB also conducts EP network and EP-supervisor meetings every year for sharing of frontline experiences and good practices as well as promoting mutual professional support. Similarly, the EDB holds sharing sessions and thematic workshops on school-based speech therapy services every year to acquaint school-based STs with good practices and updated strategies in supporting students with SLI. Learning circles are formed to facilitate school-based STs to share experience and build up a professional support network. Regarding training for specialists (including STs and EPs), Members may refer to the paper [vide LC Paper No. CB(2)1698/11-12(01)] submitted to the LegCo Panel on Education on 13 April 2012 for details ([Annex I](#)).

10. The Division shares resources through its intranet. Information on various special education categories and IE are made available and updated as appropriate. Useful reference materials, academic literature and websites are also included for staff's reference. A repository of resources and network is also available in the Special Education Resource Centre in Kowloon Tong facilitating communication and sharing among all special education personnel. Furthermore, we have uploaded the updated and relevant information on special education and IE onto the EDB website which is accessible by the sector and the public.

## **Public Education**

### Publicity and Information Dissemination

11. The EDB attaches great importance to publicity and information dissemination to enhance public awareness of IE principles and measures. Relevant activities launched by the EDB in recent years are set out at [Annex II](#). We will continue to collaborate with the school sector, government agencies and non-governmental organisations (NGOs) to keep stakeholders informed of the latest developments in IE through different media and various forms of publicity activities, such as talks, workshops, exhibitions, film/television etc. The EDB is also exploring ways to promote the concept of inclusion in a systematic manner through various forms and means, including Announcements of Public Interest, so as to enhance public awareness and foster a caring and inclusive society.

### Parent Education

12. Communication and co-operation between parents and schools are crucial to the effective support for students with SEN. With home-school co-operation as one of the principles under which the EDB promotes IE, the EDB and NGOs hold talks for parents of children with SEN who would be admitted to Primary 1. The purpose is to help them

understand the support services provided for students with SEN by ordinary schools and special schools so that they can choose an appropriate school for their children.

13. The EDB organises regular workshops every year to assist parents in acquiring the skills to enhance their children's literacy abilities. The EDB has also distributed the Enhancing the Reading and Writing Skills of Students: A Parent Training Manual to primary and secondary schools to provide them with materials for organising targeted training courses for parents. In 2013, the EDB published the Read and Write Made Easy: A Resource Pack for Supporting Upper Primary Students in Reading and Writing (Parents' copy) to facilitate schools to organise training courses for parents. The pilot project on the enhancement of support services for students with ASD has also been launched, in which workshops and consultation meetings were held to provide parents with techniques to support their children with ASD.

14. The EDB also organises thematic workshops for students with SEN and their parents to help them acquire skills to enhance language and communication proficiency. Topics covered include strategies for vocabulary building, literacy, narrative skills, and improving the effectiveness of social communication, etc.

15. To help parents better understand how to support their children with SEN, the EDB has published the Parent Guide on the Whole School Approach to IE. The guide provides parents with information on the procedures for screening and assessing children with SEN, various support strategies, the importance of home-school co-operation, and the services provided by the EDB. We have also released a series of pamphlets to help parents identify learning difficulties of children with SEN, enhance their understanding of their children and introduce the relevant support measures.

#### Web information of the EDB

16. Upon completion of the revamp on 25 February 2013, the EDB website is now in compliance with the AA-level accessibility requirements of the World Wide Web Consortium (W3C). Students with SEN and persons in need can surf the EDB website with ease. On the revamped website, the hyperlink to EDB information on special education is: <http://www.edb.gov.hk/en/edu-system/special/about-special/index.html>.

17. To help parents and the public gain a better understanding of IE, the EDB regularly publishes an online newsletter in Chinese (融情) with topics covering, among others, the IE policy, resources and support strategies, and good practices and experiences in implementing IE in schools. The newsletter is also accessible by the public at the Online Tips for Parents section of the website of the Committee on Home-School Co-operation.

## **Advice Sought**

18. Members are invited to note the content of this paper.

Education Bureau

April 2013



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Education Bureau

Government Secretariat, The Government of the Hong Kong Special Administrative Region  
The People's Republic of China

香港添馬添美道 2 號政府總部東翼 5 樓 506 室 學校行政及支援分部  
School Administration & Support Division, Room 506, 5/F, East Wing,  
Central Government Offices, 2 Tim Mei Avenue, Tamar, HK

本局檔號 Our Ref.: EDB/SH/ADM/55/2C  
來函檔號 Your Ref.: CB2/PL/ED

電話 Telephone: 3509 8520  
傳真 Fax Line: 2119 9061

13 April 2012

Clerk-to Panel  
(Attn.: Ms Amy YU)  
Panel on Education  
Legislative Council  
Legislative Council Complex  
1 Legislative Council Road  
Central, Hong Kong

Dear Ms YU

**Panel on Education**  
**Follow-up to meeting on 12 March 2012**

I refer to your letter dated 16 March 2012 requesting written information on the Administration's strategy and efforts in nurturing and training talents (such as educational psychologists and speech therapists), including the training of such talents in local universities, in respect of specialist support services for students with special educational needs (SEN). The information required is provided as follows:

***Educational Psychology Service***

To step up the support for students with diverse learning needs, including those with SEN, the Education Bureau (EDB) has started to extend the School-based Educational Psychology Service (SBEPS) to more needy schools since the 2008/09 school year. Under the SBEPS, each EP serves six to ten schools. The educational psychologists (EPs) pay regular visits to schools to provide comprehensive service at the school system, teacher and student support levels. Specifically, they provide assessment and

intervention for students, training for parents, consultation and professional development for teachers as well as professional advice on the school policies and practices for supporting students with diverse educational needs. In the 2011/12 school year, about 50% of the public sector schools are receiving the SBEPS. As announced in the 2011-12 Policy Address, the SBEPS will be extended progressively to cover all public sector primary and secondary schools by the 2016/17 school year.

### ***Speech Therapy Service***

We also provide speech therapy service (STS) in all public sector primary and secondary schools to cater for students with speech and language impairment (SLI). Public-sector primary schools can make use of the Enhanced Speech Therapy Grant to provide school-based STS for their students. School-based STS includes three areas of support services, namely prevention, remediation and enhancement, to schools, teachers, students and parents. Through the service, appropriate and timely school-based support will be provided to students with speech or language difficulty to prevent the difficulty from developing into a persistent disability. Public sector secondary schools could use school resources such as the Learning Support Grant, which is designated for supporting students with SEN including those with SLI, to cater for their students with SLI. The STs of EDB would also provide school-based support services for individual schools on need basis. These services include speech and language assessment and intervention services for students, training for parents, consultation and professional development for teachers as well as professional support for schools.

### ***Strategy and efforts in nurturing and training of EPs and STs***

EDB is committed to promoting lifelong learning among EPs and STs and attaches great importance to their professional development. Apart from formal training programmes provided by the tertiary institutions, we consider that on-the-job training and hands-on experience are effective means to enhance their professionalism. In this regard, EDB regularly reviews the training needs of serving EPs/STs, plans and organizes training and profession development activities, and evaluates the effectiveness of the training conducted.

## EPs

To tie in with the progressive expansion of SBEPS and ensure a steady supply of EPs to meet the service needs, EDB has suggested the University Grant Committee to increase the provision of EP training places through the triennium manpower planning. With effect from the 2009/10 school year, in addition to the 25 EP training places offered by the University of Hong Kong (HKU) in alternate years, and the Hong Kong Polytechnic University has also been providing 15 training places in alternate years. In other words, at present, there are EP graduates from local universities every year. EDB assists the two universities in training up the EP trainees by providing them with individualised supervision and exposure to the work of EP in various school settings through a EP trainees placement programme.

Continuing professional development activities offered to serving EPs in both EDB and the aided sector include seminars/workshops by overseas experts and local professionals, sharing on overseas practices for broadening of perspectives, case conferences with psychiatrists for case sharing and discussion, learning circles for development of specialties, etc. In addition, EDB conducts EP network and EP supervisor meetings at least three times a year for sharing of frontline experiences and good practices as well as developing mutual support. We also conduct quality assurance school visits and scrutinize the work plans and progress reports submitted by EPs to ensure that the SBEPS provided to schools meets the requisite professional standard.

Moreover, EDB collaborates with tertiary institutions to develop screening tools with local norms such as Observation Checklist for Teachers (OCT), Chinese Reading and Writing Abilities Assessment for Secondary Students (CRWAAS), Strengths and Difficulties Questionnaire (SDQ), Strengths and Weaknesses of ADHD-symptoms and Normal-behavior (SWAN), to facilitate the identification of students with SEN. Resource packages such as Fun with Reading and Writing, Fun with Maths, Development of Executive Skills (DOES) are also developed for use of EPs to support students with SEN. Apart from these, EDB has been developing and trying out effective strategies to enhance the support for students with SEN at school. For example, we are conducting a Read & Write Project for supporting students with Specific Learning Difficulties and a pilot project on enhancement of support for students with Autism Spectrum Disorders. Through participation in these support programmes, EPs could gain hands-on experience and enhance their expertise on specific domains of the profession.

## STs

With regard to STs, the training in Hong Kong is provided by HKU. It offers an honours degree of Bachelor of Science in Speech and Hearing Sciences with 40 training places each year. Similar to EP, EDB offers a placement programme to provide ST trainees with individualised supervision and exposure to the work of ST in various school settings.

We also provide professional development programmes for serving STs, having regard to their training needs, to enhance their practical and functional skills as well as professional knowledge. In this connection, EDB holds sharing sessions on school-based STS and theme-based workshops every year to acquaint STs and teachers with good practices and updated strategies in the support of students with SLI. Speech Therapy Learning Circles, where school-based STs meet twice a year, have been set up to facilitate the formation of a learning platform for school-based STs, so that they could share their valuable experience in the provision of STS at school and build up a professional support network among themselves. EDB also provides consultation to school-based STs to ensure the quality of school-based service delivery. Moreover, we provide advice on the collaboration between school-based STs and teachers in enhancing the learning of students.

Apart from consultation and professional training programmes, EDB has also developed related school-based support guidelines, observation checklists on speech and language skills for teachers, a standardized expressive language assessment tool (the Cantonese Expressive Language Scales) and resources focusing on the different aspects of speech, language, communication and language related learning skills training for use of the STs and other school personnel.

For enquiries on the above matters, please contact Miss Daisy LI, Senior Specialist (Speech Therapy), of EDB at 3698 3788.

Yours sincerely



(Miss P L WU)  
for Secretary for Education

**Activities related to Publicity and Dissemination of Information on Integrated Education Launched by the Education Bureau in Recent Years**

- In the 2008/09 school year, the Education Bureau (EDB), Department of Health (DH) and Radio Television Hong Kong (RTHK) jointly produced a series of 10 episodes of television programme “Parenting”, which is based on parents’ real-life experiences in taking care of their children with special educational needs (SEN), to enable the public to gain a better understanding of different types of SEN.
- To assist schools in cultivating an inclusive school culture, various kinds of promotional activities have been organised from time to time, including the video production and broadcasting contests jointly organised with the DH and the Subsidized Primary Schools Council for the promotion of integrated education (IE) in 2009. Compact discs containing the contents of the above two promotional activities and proposals for extended activities were produced and distributed to schools with a view to cultivating an inclusive culture in schools through learning activities. The compact discs have been uploaded onto the Hong Kong Education City (HKEdCity) website for access by the general public.
- Since May 2009, an online newsletter in Chinese (融情) has been published regularly to help parents and the public gain a better understanding of IE. A total of 20 issues have been published up to April 2013. Topics covered include the IE policy, resources and support strategies, and good practices and experiences in implementing IE in schools.
- The EDB participated in the Learning and Teaching Expo 2011 organised by the HKEdCity in late June 2011 and introduced to teachers and the sector the support strategies adopted by ordinary schools in implementing IE and the characteristics of learning and teaching in special schools through booth displays, talks and school visits.
- In late June 2011, the EDB staged the “Special Schools Variety Show” jointly with the RTHK, the Hong Kong Special Schools Council and the Hong Kong Institute of Education at the Hong Kong Coliseum in Hung Hom; and an eight-part series featuring special schools was also produced and broadcast on the radio programme “Crazy and Happy” between June and August 2011 so as to enhance public understanding and appreciation of the capabilities and talents of special school students as well as to honour special schools for their contributions and achievements.
- In mid 2012, the Visual Art Contest on Inclusion was organised, with a view to

promoting an inclusive school culture and enhancing public and schools' awareness of and support for IE through the contest and a series of related activities, including roving exhibitions of the winning entries at public venues.

- Between October 2012 and January 2013, two educational television mini-series in Chinese (“讓我高飛” and “天生我才”) featuring the stories of four primary and secondary students with SEN were broadcast. The mini-series can be viewed on the websites of the EDB and the HKEdCity.
- In 2012, a major public event – “Learning and Teaching Expo 2012” – was held to highlight the development and achievements of IE. Local and overseas academics were invited to give thematic talks and seminars. Relevant government departments and statutory bodies (including the Equal Opportunities Commission), non-governmental organisations, tertiary institutions, parent groups and schools set up booths to showcase their services, teaching materials and ancillary equipment for supporting students with SEN. In tandem, the EDB also arranged school visits to enable the sector, schools, teachers and parents to keep abreast of the latest development of IE. A theme song (天生有才) was composed for the event to boost the promotion of the characteristics and support needs of students with SEN.