

Improving Practice in Managing Student Diversity

**the knowledge and skill base of teachers for effective learning of
students with special educational needs**

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British Council/Education and Manpower Bureau

23 Feb 2006

1900

rejection

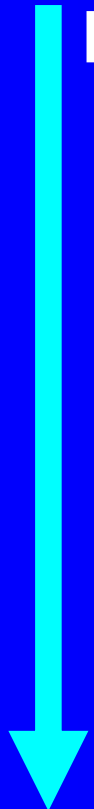
neglect

care

elaboration of provision

participation

2000



Good practice in using CSAs

- Fostering pupil participation

Good practice in using CSAs

- **Fostering pupil participation**
 - supervising and assisting small groups of pupils in activities set by teachers
 - developing pupils' social skills
 - implementing behaviour management policies
 - spotting early signs of bullying and disruptive behaviour
 - helping the inclusion of all children
 - keeping children on task

Good practice in using CSAs

- Fostering pupil participation
- Facilitating independent learning

Good practice in using CSAs

- Fostering pupil participation
- Facilitating independent learning
 - showing interest
 - assisting pupils in educational tasks
 - freeing up teachers to work with groups
 - working with outside agencies
 - modelling good practice
 - assisting pupils with physical needs

Good practice in using CSAs

- Fostering pupil participation
- Facilitating independent learning
- Helping whole class

Good practice in using CSAs

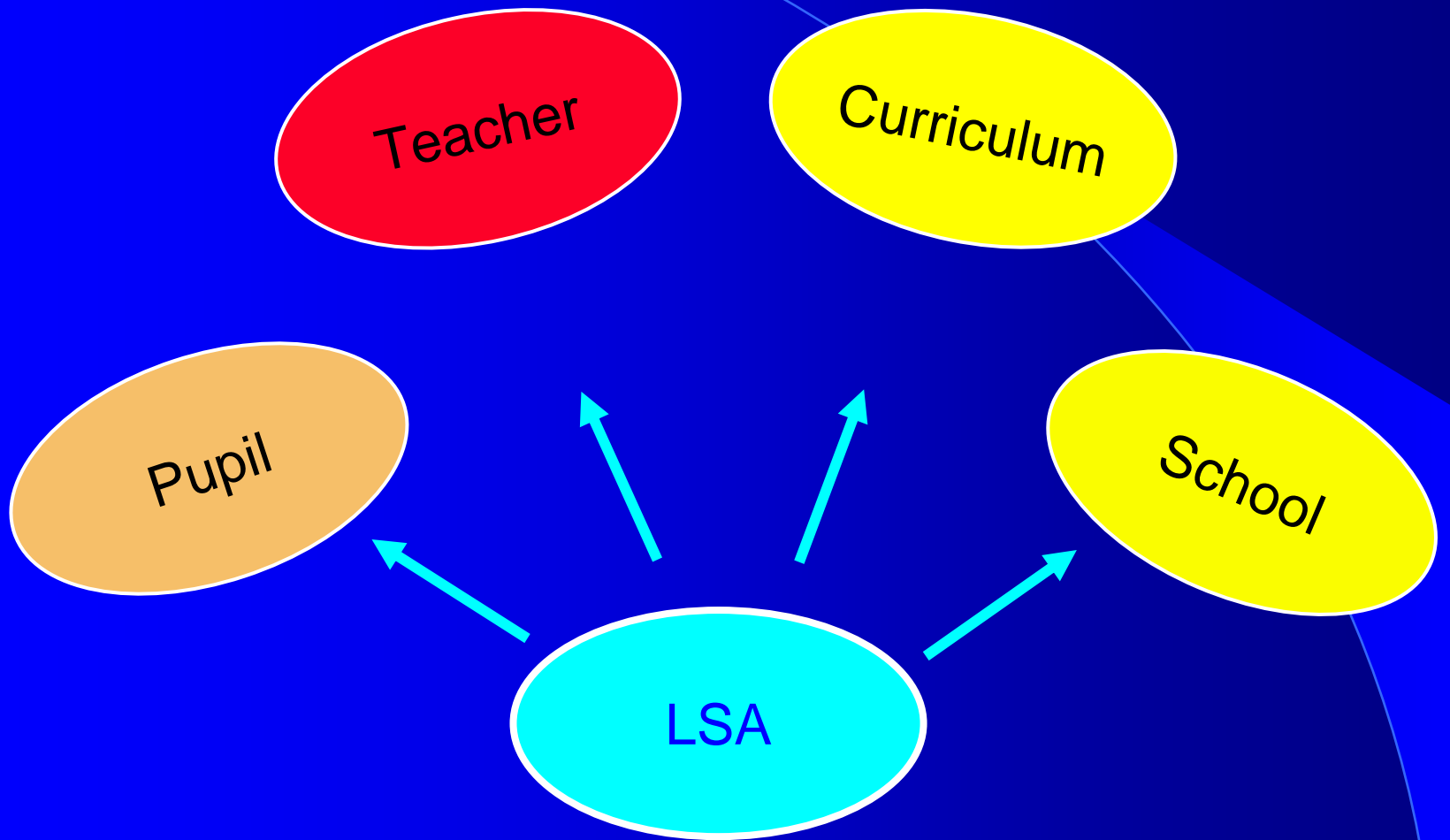
- Fostering pupil participation
- Facilitating independent learning
- **Helping whole class**
 - being involved at whole-class level
 - helping to implement lesson plans
 - making possible more ambitious learning activities
 - providing support for the literacy and numeracy strategies
 - providing feedback to teachers
 - preparing classroom materials

Effective LSAs

- Support groups rather than individuals
- Offer just the right amount of support
- Have time for planning and reporting back to teachers
- Feel a valued member of the staff team

LSAs

- should be involved in planning
- must be deployed effectively
- need training



Collaborative Teaching

What is it?

-two or more people sharing responsibility for teaching some or all of the students in a class

- 1) Supportive teaching
- 2) Parallel teaching
- 3) Complementary teaching
- 4) Team teaching

Collaborative Teaching

Student benefit

- better achievement
- stronger self-concepts
- better peer relationships
- less disruptive behaviour
- fewer referrals for intensive special education

Collaborative Teaching

Broader benefits

- maximizes teacher input
- generates creative interactions
- professional development for teachers
- increases teachers' confidence

Collaborative Teaching

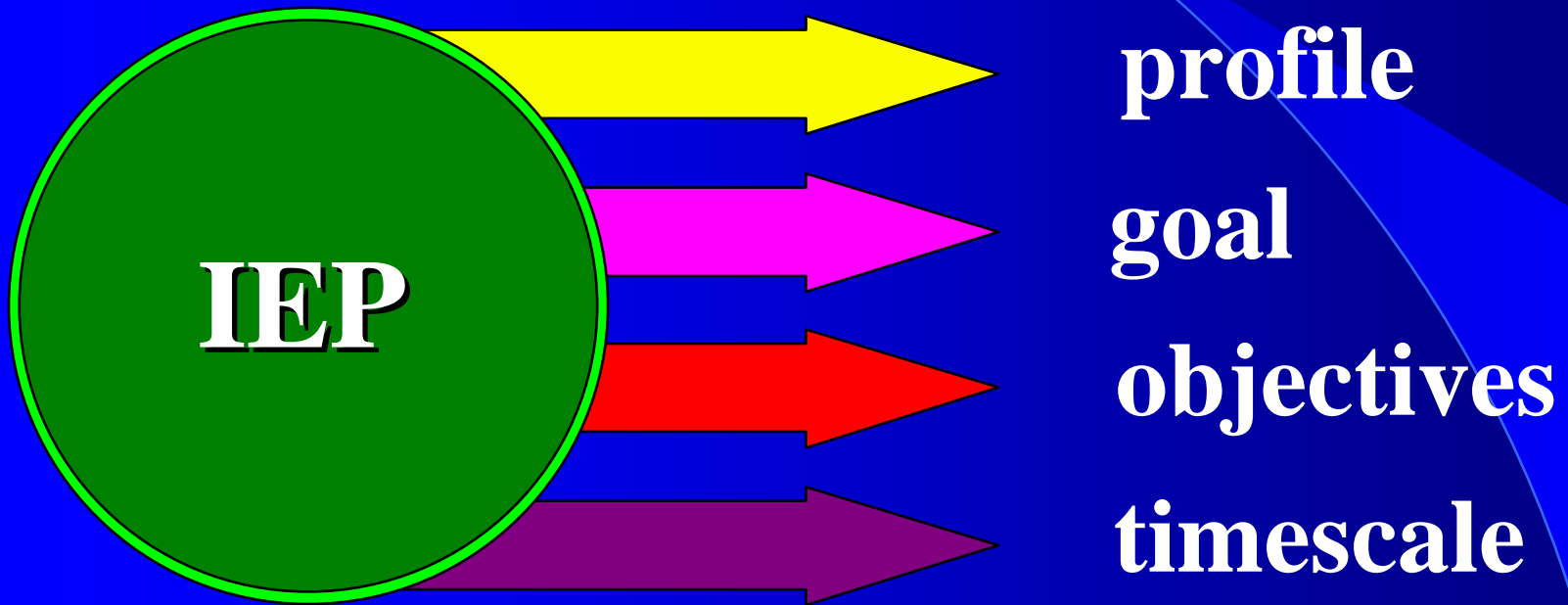
Key factors

- partnership/clear lines of engagement
- joint planning (and time for it!)
- flexibility in delivery

Questions For Discussion

- Would greater use of (a) learning support assistants, (b) collaborative teaching, lead to better education in Hong Kong?
- What difficulties do you see?
- How might these be resolved?

Goal setting



Goal setting

Three quarters of IEPs
failed to meet
the most elementary standards

Evaluating goals

Technical criteria

- specificity
- activities
- evaluation criteria and timescales
- responsibility

Evaluating goals

Intrinsic criteria

- process coherence
- relationship to other goals
- sequencing

Evaluating goals

Intrinsic criteria

- process coherence
- relationship to other goals
- sequencing

Poppes, P. et al (2002). *The Importance of Setting Goals*.
European Journal of Special Needs Education, 17, 3, pp 241-250

INTERNATIONAL ACADEMY
OF EDUCATION

INTERNATIONAL BUREAU
OF EDUCATION

Teaching

By Jere Brophy



EDUCATIONAL PRACTICES SERIES-1

Effective teaching

Effective teaching

1. Supportive classroom climate

Effective teaching

1. Supportive classroom climate



students learn best within
cohesive and caring
learning communities

Effective teaching

1. Supportive classroom climate
- 2. Opportunity to learn**

Effective teaching

1. Supportive classroom climate
- 2. Opportunity to learn**



students learn more when most of the available time is allocated to curriculum-related activities

Effective teaching

1. Supportive classroom climate
2. Opportunity to learn
- 3. Curricular alignment**

Effective teaching

1. Supportive classroom climate
2. Opportunity to learn
- 3. Curricular alignment**



all components of curriculum
are aligned to create a cohesive
programme for accomplishing
instructional purposes and goals

Effective teaching

1. Supportive classroom climate
2. Opportunity to learn
3. Curricular alignment
- 4. Establishing learning orientations**

Effective teaching



teachers can prepare students for learning by providing an initial structure to clarify intended outcomes and cue desired learning strategies

4. Establishing learning orientations

Effective teaching

1. Supportive classroom climate
2. Opportunity to learn
3. Curricular alignment
4. Establishing learning orientations
- 5. Coherent content**

Effective teaching



to facilitate meaningful learning and retention, content is explained clearly and developed with emphasis on its structure and connections

5. Coherent content

Effective teaching

1. Supportive classroom climate
2. Opportunity to learn
3. Curricular alignment
4. Establishing learning orientations
5. Coherent content
- 6. Thoughtful discourse**

Effective teaching

1. Supportive classroom climate



questions are planned to engage students in sustained discourse structured around powerful ideas

6. Thoughtful discourse

Effective teaching

7. Practice and application activities

Effective teaching

7. Practice and application activities



students need sufficient opportunities to practice and apply what they are learning, and to receive improvement-oriented feedback

Effective teaching

7. Practice and application activities
- 8. Scaffolding students' task engagement**

Effective teaching

7. Practice and application activities

8. Scaffolding students' task engagement



the teacher provides whatever assistance students need to enable them to engage in learning activities productively

Effective teaching

7. Practice and application activities
8. Scaffolding students' task engagement
- 9. Strategy teaching**

Effective teaching

7. Practice and application activities
8. Scaffolding students' task engagement
- 9. Strategy teaching**



the teacher models and instructs students in learning and self-regulation strategies

Effective teaching

7. Practice and application activities
8. Scaffolding students' task engagement
9. Strategy teaching
- 10. Cooperative learning**

Effective teaching



students often benefit from working in pairs or small groups to construct understandings or help one another master skills

10. Cooperative learning

Effective teaching

7. Practice and application activities
8. Scaffolding students' task engagement
9. Strategy teaching
10. Cooperative learning
- 11. Goal-orientated assessment**

Effective teaching



the teacher uses a variety of formal and informal assessment methods to monitor progress toward learning goals

11. Goal-orientated assessment

Effective teaching

7. Practice and application activities
8. Scaffolding students' task engagement
9. Strategy teaching
10. Cooperative learning
11. Goal-orientated assessment
- 12. Achievement expectations**

Effective teaching

7. Practice and application activities



the teacher establishes and follows through on appropriate expectations for learning outcomes

12. Achievement expectations

Effective teaching

7. Practice and application
 8. Scaffolding structure and engagement
 9. Strategy
 10. Collaborative learning
- Formative assessment
- Performance expectations

www.ibe.unesco.org/International/Publications/EducationalPractices/prachome.htm



The image features a dark blue background with several abstract, overlapping blue shapes. A prominent red oval with a white border is positioned on the right side, containing the word "Theory" in a white, serif font. The word is centered within the oval and is the only text present in the image.

Theory

Theory

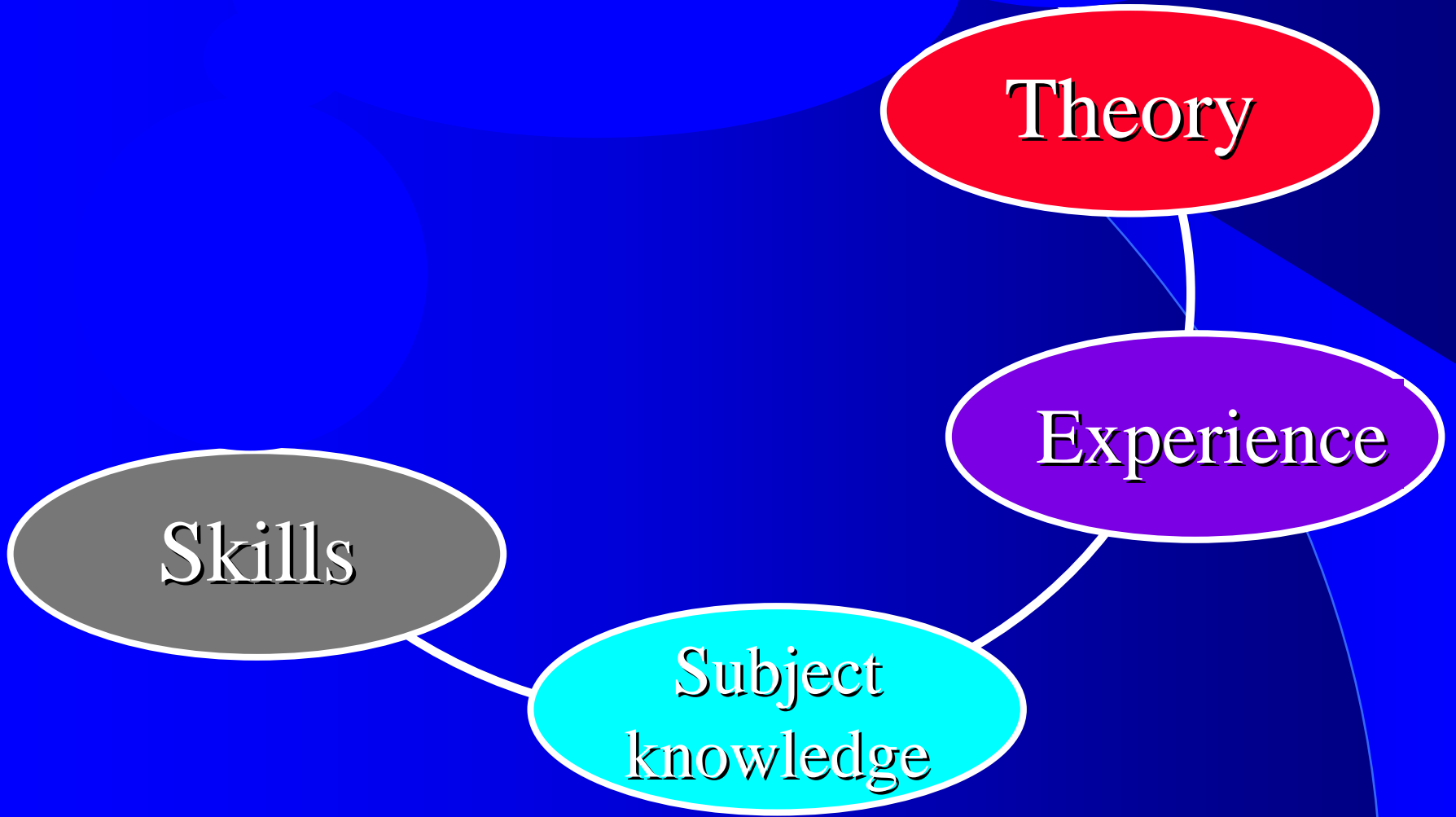
Experience

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graph TD; Theory --- Experience; Experience --- SubjectKnowledge[Subject knowledge];
```

Theory

Experience

Subject
knowledge

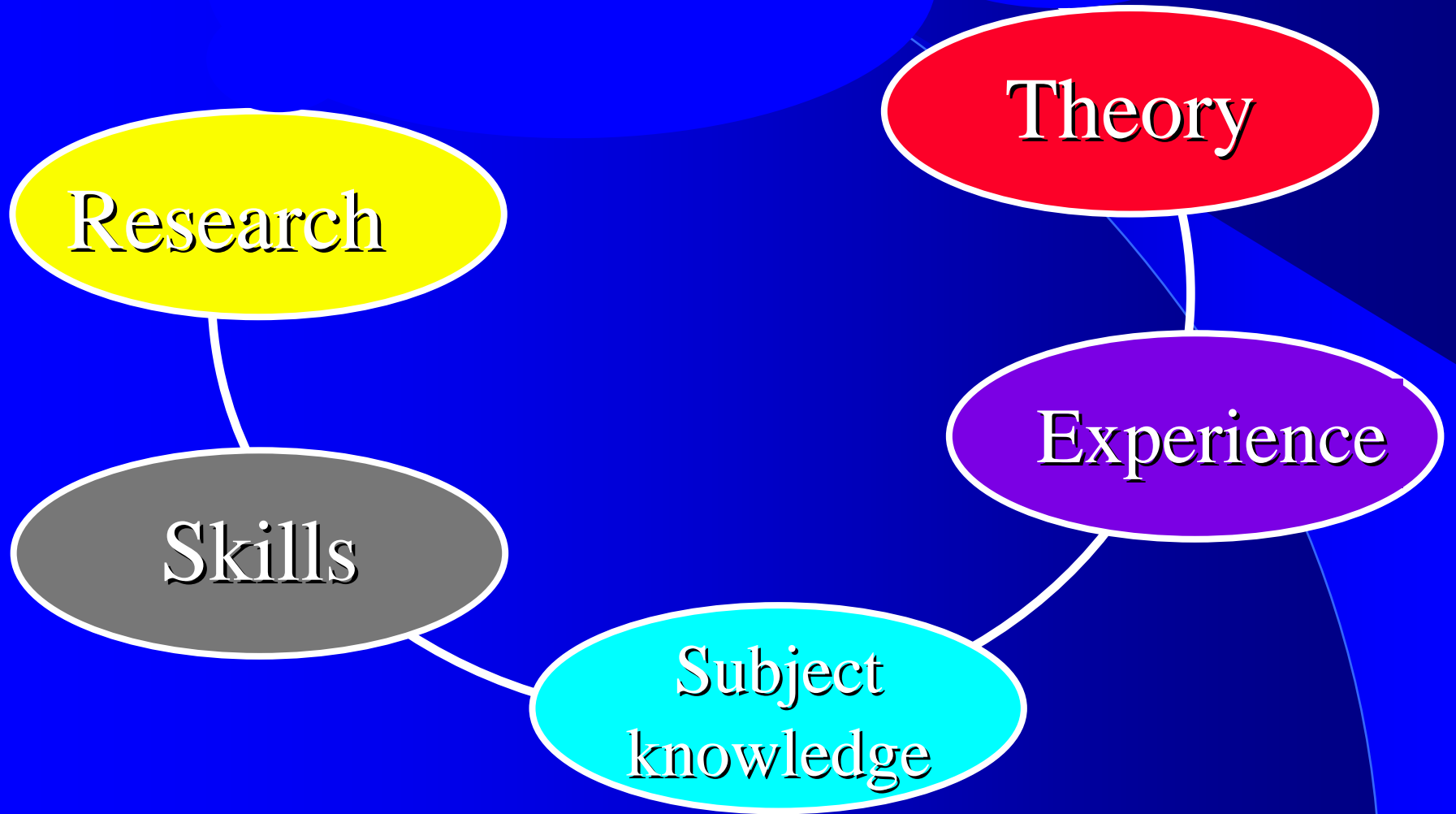


Theory

Experience

Subject
knowledge

Skills



INSIGHT

```
graph TD; I((INSIGHT)) --- R((Research)); I --- T((Theory)); I --- E((Experience)); I --- SK((Subject knowledge)); I --- S((Skills));
```

Theory

Experience

Subject
knowledge

Research

Skills

INSIGHT

```
graph TD; R[Research] --- S(( )); T[Theory] --- S(( )); E[Experience] --- S(( )); SK[Subject knowledge] --- S(( )); Skills[Skills] --- S(( )); Skills --> I((INSIGHT))
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Theory

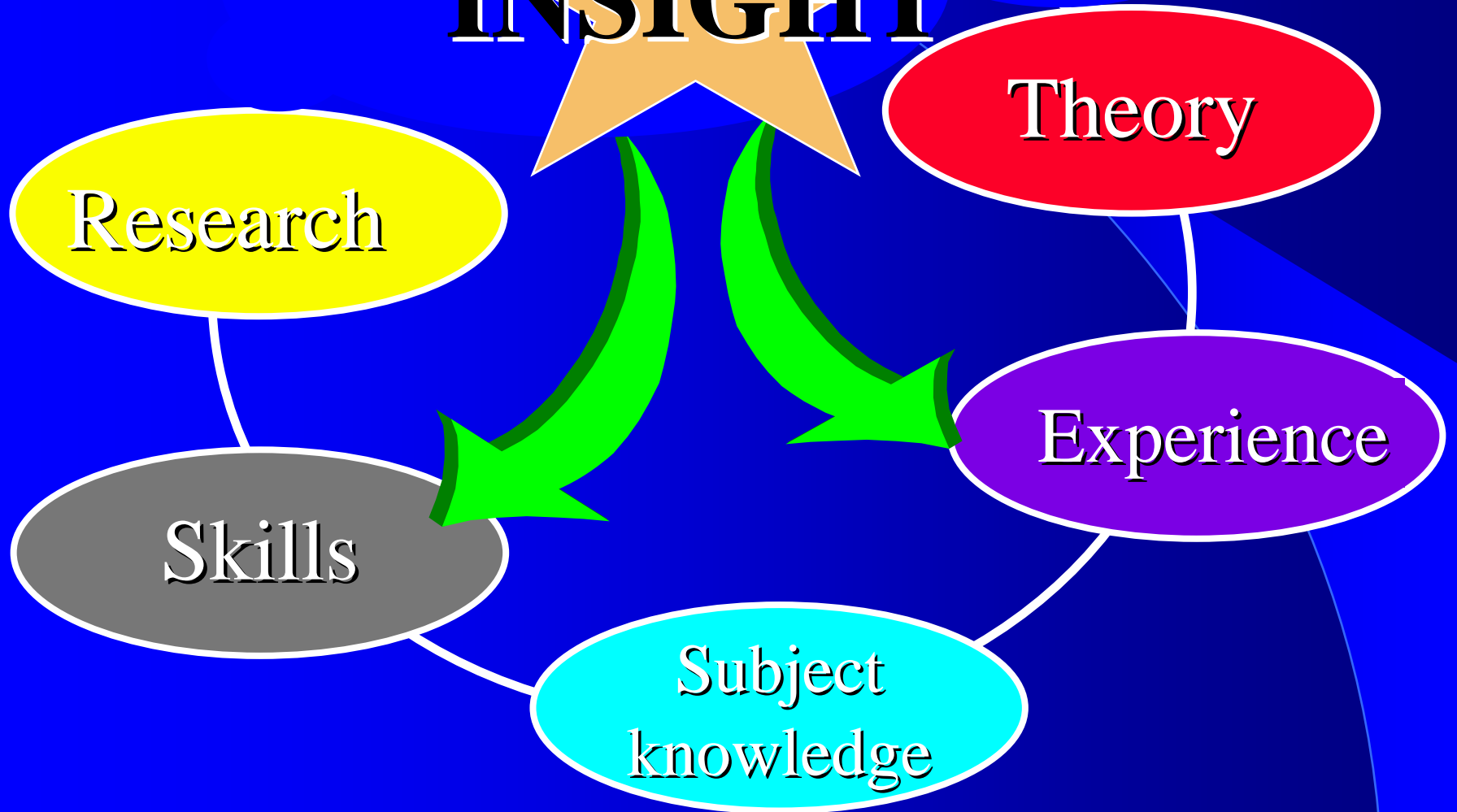
Research

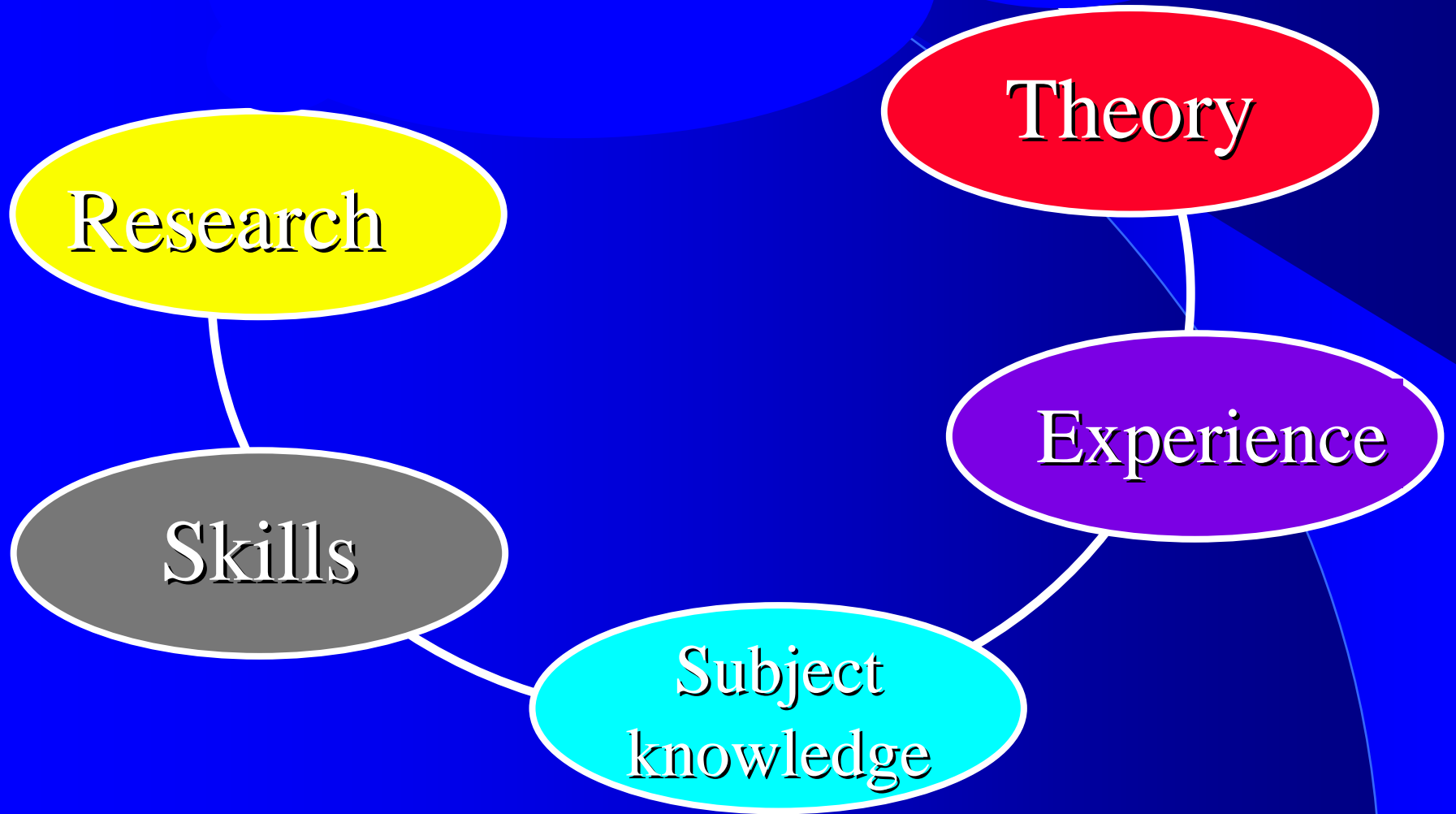
Experience

Subject
knowledge

Skills

INSIGHT





- “The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have little.”

F D Roosevelt

- “The test of our progress is whether we add enough to the