

# A Usual Day of SENCO

Speakers :

Miss Gladys Chan

Miss Crystal Wong

# SENCO 的日常工作

與ep合作

安排測考調適

安排外購服務

跟進治療服務

統籌sen ta日常工作

iep

處理semis

輔導

安排共融活動

課程調適



From I-Journey to Usual

# Schedule

## 29/4/2018-19/5/2018 (3 weeks)

- Structured lessons in Deakin University
- Visits to Melbourne Museum and Dax Centre



## 20/5/2018-9/6/2018 (3 weeks)

- School attachment in three different schools



29/4/2018-9/6/2018



FOREST HILL  
COLLEGE

An inclusive secondary school



Ashwood  
School

A specialist school for  
students with mild  
intellectual disability



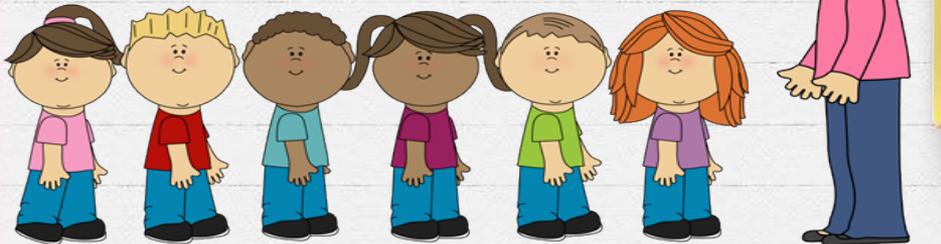
Solway Primary School  
A S H B U R T O N

An inclusive primary school



29/4/2018-9/6/2018

# HOW TO IMPROVE (SEN) STUDENTS' MOTIVATION?



Students' voice

Students' autonomy

Strength-based

## Content

### Introduction

G: self-introduction

C: I journey

### Teachers

G / C:

Bloom taxonomy + Scaffolding worksheets

### Students

G: Strength-based model -- O Days

C: variations in assessments

### Whole-school approach

G: Integrated Youth Ambassadors Scheme

C: One-page Profile (with Class Teachers)

### Parents

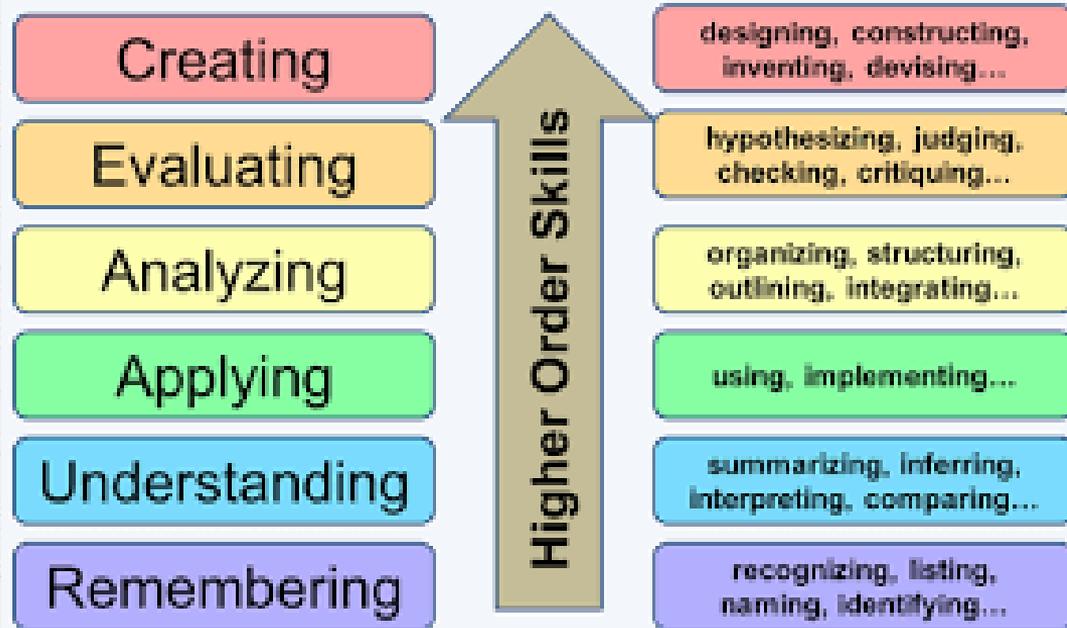
G: Mid-year report about their strengths

C: Ice Moon-cake making



Teachers

# *Application of Bloom's taxonomy*



Students'  
voice and  
Students'  
autonomy

# New Differentiated Worksheets

- Ss can choose parts that suit their levels in order to build confidence in learning
- Levels of difficulties will be stated clearly on the WS

Score	Set A	Set B	Set C
<b>6 (Create)</b>	At least 3 questions (12-18 marks) 	At least 2 questions (10-12 marks) 	At least 1 question (5-6 marks) 
<b>5 (Evaluate)</b>			
<b>4 (Analyze)</b>		At least 3 question (9-12 marks)	At least 2 questions (6-8 marks)
<b>3 (Apply)</b>	Not more than 3 questions (3-9 marks)		
<b>2 (Understand)</b>		Not more than 4 (4-8 marks)	Not more than 5 questions (5-10 marks)
<b>1 (Remember)</b>			
Target scores:	20 marks	20 marks	20 marks

# New Differentiated Lesson objectives

## 1A: Learning Objectives.

27/09/2018 (Thursday) - Speaking

Level 3 (Apply)	I can use the vocabulary learnt in this lesson in my individual presentation.
Level 2 (Understand)	I can understand the meaning of the vocabulary learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations learnt in this lesson.

28/09/2018 (Friday)

Level 3 (Apply)	I can put different parts of speech in the correct order of a sentence.
Level 2 (Understand)	I can identify different parts of speech.
Level 1 (Remember)	I can remember 9 parts of speech in English.

3<sup>rd</sup> October, 2018 (Wednesday)

Level 3 (Apply)	I can use simple present tense correctly in my writing.
Level 2 (Understand)	I can identify when to use simple present tense.
Level 1 (Remember)	I can remember how to use simple present tense.

4<sup>th</sup> October, 2018 (Thursday) [Speaking]

Level 3 (Apply)	I can use the vocabulary learnt in this lesson in my individual presentation.
Level 2 (Understand)	I can understand the meaning of the vocabulary learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations learnt in this lesson.

10<sup>th</sup> October, 2018 (Wednesday)

Level 3 (Apply)	I can use the vocabulary (about personality and appearance) learnt in this lesson and use them in my writing.
Level 2 (Understand)	I can understand the meaning of the vocabulary learnt in this lesson.
Level 1 (Remember)	I can memorize 5 words (of describing personality and appearance) learnt in this lesson.

11<sup>th</sup> October, 2018 (Thursday) [Speaking]

Level 3 (Apply)	I can use at least 5 vocabulary learnt in this lesson in my individual presentation.
Level 2 (Understand)	I can understand the meaning of 5 vocabulary learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations of 5 words learnt in this lesson.

12<sup>th</sup> October, 2018 (Fri)

Level 3 (Apply)	I can use simple present tense correctly in my writing.
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Level 2 (Understand)	I can identify when to use simple present tense.
Level 1 (Remember)	I can remember how to use simple present tense.

16<sup>th</sup> October, 2018 (Tue)

Level 3 (Apply)	I can use at least 5 vocabulary learnt in this lesson in my individual presentation.
Level 2 (Understand)	I can understand the meaning of 5 vocabulary learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations of 5 words learnt in this lesson.

24<sup>th</sup> October, 2018 (Wednesday)

Level 3 (Apply)	I can use different types of pronouns (subject pronoun, object pronoun, possessive adjective pronoun and possessive pronoun) in my writing correctly.
Level 2 (Understand)	I can identify different types of pronouns (subject pronoun, object pronoun, possessive adjective pronoun and possessive pronoun).
Level 1 (Remember)	I can remember 4 types of pronouns (subject pronoun, object pronoun, possessive adjective pronoun and possessive pronoun).

26<sup>th</sup> October, 2018 (Friday)

Level 3 (Apply)	I can use different types of pronouns (subject pronoun, object pronoun, possessive adjective pronoun and possessive pronoun) in my writing correctly.
Level 2 (Understand)	I can identify different types of pronouns (subject pronoun, object pronoun, possessive adjective pronoun and possessive pronoun).
Level 1 (Remember)	I can remember 4 types of pronouns (subject pronoun, object pronoun, possessive adjective pronoun and possessive pronoun).

31<sup>st</sup> October, 2018 (Wednesday)

Level 3 (Apply)	I can correct my mistakes in my writing correctly.
Level 2 (Understand)	I can understand how to use these words correctly.
Level 1 (Remember)	I can remember how to spelling the words in the spelling part correctly.

12<sup>th</sup> November, 2018

Level 3 (Apply)	I can correct my mistakes in my writing correctly.
Level 2 (Understand)	I can understand when to use present tense I can understand the characteristic of 9 parts of speech I can understand when to use subject and object pronoun.
Level 1 (Remember)	I can remember the formation of present tense I can remember all 9 parts of speech I can remember subject and object pronoun.

07/11/2018

Level 3 (Apply)	I can use at least 10 vocabulary learnt in this lesson when writing my diary entry.
Level 2 (Understand)	I can understand the vocab used (at least 5) in diary entry that I learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations of 5 words learnt in this lesson.

08/11/2018 (Thursday) Speaking

Level 3 (Apply)	I can use at least 5 vocabulary learnt (extra-curricular activities) in my writing.
Level 2 (Understand)	I can understand the meaning of 5 vocabulary (extra-curricular activities) learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations of 5 words (extra-curricular activities) learnt in this lesson.

09/11/2018

Level 3 (Apply)	I can use at least 10 vocabulary learnt in this lesson when writing my diary entry.
Level 2 (Understand)	I can understand the vocab used (at least 5) in diary entry that I learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations of 5 words learnt in this lesson.

12/11/2018 (Thursday) Speaking

Level 3 (Apply)	I can use at least 5 vocabulary learnt (adjectives to describe extra-curricular activities) in my writing.
Level 2 (Understand)	I can understand the meaning of 5 vocabulary (adjectives to describe extra-curricular activities) learnt in this lesson.
Level 1 (Remember)	I can memorize the pronunciations of 5 words (adjectives to describe extra-curricular activities) learnt in this lesson.

14/11/2018 (Wednesday)

Level 3 (Apply)	I can write 3 sentences about relationship within a family.
Level 2 (Understand)	I can identify the relationship in a family.
Level 1 (Remember)	I can remember 5 vocab that describe relationship.

# Knowledge

<b>Level 3 (Apply)</b>	I can use at least 10 vocabulary learnt in this lesson when writing my diary entry.
<b>Level 2 (Understand)</b>	I can understand the vocab used ( at least 5) in diary entry that I learnt in this lesson.
<b>Level 1 (Remember)</b>	I can memorize the pronunciations of 5 words learnt in this lesson.

# Skills

<b>Level 3 (Apply)</b>	I can answer the questions by identifying the question words.
<b>Level 2 (Understand)</b>	I can identify (認出) the key words in the questions.
<b>Level 1 (Remember)</b>	I can list (列出) 5 question words I learnt in this lesson.

Less Us,

More Them

Creating student-centered  
contexts for learning



Illustrated by Peter H. Reynolds

*"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."*

— Seymour Papert

Students

# Variations in Assessment

You may present your information and answer to the question in a number of ways:

- An essay (800-2000 words)
- A podcast (5-10 minutes)
- A documentary (4-8 minutes)
- A graphic novel (1-25 pages)
- A Horrible Histories style video (4-8 minutes)
- Animation/Powtoon (2-5 minutes)
- Or another format in consultation with Ms Ghirardello

A SHORT HISTORY OF THE WORLD

## CAT 3: REVOLUTION EXTENDED INVESTIGATION



### TASK:

You will complete an extended investigation task into revolution.

You are to research and answer one of the following questions about one of the following revolutions:

#### Russian Revolution:

1. According to some historians, in any revolution the revolutionaries always resort to the same ideas and methods as the old regime. To what extent is this true of the Russian Revolution?
2. What were the implications of Stalin's leadership for the people of Russia? How did Stalin transform the Soviet Union?
3. Was the Russian Revolution evidence that communism does not work in practice?

#### American Revolution:

1. To what extent did the American Revolution reform American society?
2. Women participated in the American Revolution as homemakers, protestors or supporters of the army. To what extent did the revolution change or improve the lives of women?
3. Why did the American Revolution lack the violence and high death tolls of more recent revolutions?

#### Chinese Revolution:

1. What was the status of women in 19<sup>th</sup> century China? Explain how social structures and values excluded women and prevented their independence.
2. Explain how Mao Zedong, Zhu De and others organised and trained the Red Army so that it was an important political tool as well as a military force.
3. According to propaganda, the Yan'an Soviet was a period of great success, unity and optimism in the Chinese Communist Party. To what extent is this true?

#### French Revolution: M's.

1. "The French nobility did little but concern themselves with leisure, finery, decadence, affairs and intrigues." To what extent is this statement true in the context of late 18th century France?
2. Identify and discuss tensions between the Three Estates that may have contributed to revolutionary sentiment in 18th century France.

Or you may come up with your own question about a revolution not listed here in consultation with Ms Ghirardello.

第一層：選出最喜歡的佳句

第二層：分辨佳句中所運用的修辭

第三層：劃下該修辭所運用的用語

中文科 中二級 作文回饋工作紙

星洲崇文中文學  
中二級 中國語文科  
單元一 義寫寫作

姓名：\_\_\_\_\_ 級別：\_\_\_\_\_ ( )

甲、佳句賞賞  
請在句子中用表格標示出運用了修辭/感官描寫的句子，並在表格內寫上運用了哪一種修辭手法/感官描寫，選出你最喜歡的三句佳句，在□內加上✓。

句子	修辭/ 感官描寫
1. 放學後，我走出校門，看到兩旁有許多樹木，看似一個個巨大的守衛站在校門前，守護學校的門口。 □	
2. 母親把嘴裡一隻又一隻的「血汗」放进小燕子的口中，然後逃走……令我想起《無情》的其中一句：「身處不為情，苦口無情甜」； □	
3. 放學，總是踏著輕鬆的步伐，背著沉重的書包，聽著流行的音樂，走一起回家的路。 □	
4. 在次道的街道上，忽然一陣清風吹來，伴隨著陣陣花香，迎面而來，那花香進入我的鼻子，那清香的香味，令我心情變得愉快，忘記一切不開心的事。 □	
5. 放學途中，望見紅紅而明亮的太陽閃爍，她照顧我回家的道路，而身旁的建築物也似乎被照得無絲絲，留下烏黑的身影。 □	
6. 每一輛車以經過一次已從塵埃中，塵埃散過了整片天空。 □	
7. 走到橋下，我看見那些高高的「不倒翁」，經歷了上一次的颶風後，還沒有倒下。 □	
8. 積紅的浪花拍打著岸邊，激出一片片白色的浪花。 □	
9. 途中路經補習社，好奇一看，卻發現這班的人都是雙眉緊鎖，閉口不言，就連旁邊的小算亦盡顯我憂，沉重的書包就是他們的包袱，壓迫著他們纖弱的肩膀。 □	
10. 風從熱情地衝向我，跟我擁抱，執意相隨。 □	
11. 校門口熙熙攘攘的人群擁擠得水洩不通，我和朋友當然也不會安靜下來，反而像一隻隻野雞的小鳥，嗚哩咕咕吵個不停。 □	
12. 這種對大部份的學生來說，是一留喜悅，有如從監獄裡釋放的人人似的。 □	
13. 突然，一聲刺耳的喇叭聲把我從幻想世界拉回現實。 □	
14. 我每次都閉上眼睛陶醉在這個大自然的「交響樂」。 □	
15. 整條算草紙充滿了優美動聽的聲音，勾起了我一樣流淚的淚笑。 □	

## Students' autonomy

姓名： \_\_\_\_\_

班別： \_\_\_\_\_ ( )

### 甲、佳句共賞

請在句子中用橫線標示出運用了修辭/感官描寫的句子，並在方格內寫上運用了哪一種修辭手法/感官描寫。選出你最喜歡的三句佳句，在□內加上✓。

句子	修辭/ 感官描寫
1. 放學後，我走出校門，看到兩旁有許多樹木， <u>看似一個個巨大的守衛</u> 立在校門前，守著學校的門口。 <input checked="" type="checkbox"/>	明喻
2. 母燕把嘴裡一隻又一隻的「血汗」放進小燕子們的口中，然後飛走……令我回想到《燕詩》的其中一句：「青蟲不易捕，黃口無飽期」。 <input type="checkbox"/>	
3. 放學，總是踏著輕鬆的步伐，背著沉重的書包，聽著流行的音樂，走一趟回家的路程。 <input type="checkbox"/>	
4. 在 <u>大澳</u> 的街道上，忽然一陣清風吹來，伴送著清幽花香，撲面而來，那花香進入我的鼻中，那清香的香味，令我心情變得愉悅，忘記一切不開心的事。 <input type="checkbox"/>	
5. 放學途中，望見朱紅而明亮的太陽閃著，她照顧我回家的道路，而身旁的建築物也似乎被照得熱辣辣，留下烏黑的影子。 <input type="checkbox"/>	
6. 每一輛車只經過一次已灰塵瀰漫， <u>塵埃染遍了整片天空</u> 。 <input checked="" type="checkbox"/>	擬物
7. 走到樓下，我看見那些高高的「不倒翁」，經歷了上一次的風災後，還沒有倒下來。 <input type="checkbox"/>	

第一層：選出最喜歡的佳句

第二層：分辨佳句中所運用的修辭

第三層：劃下該修辭所運用的用語

STEM

所有  
三年內去遊房團

日本大阪  
交通

廣西南寧

TPC



交通



# Orientation Days

→ accommodate our students with varies strength –based activities





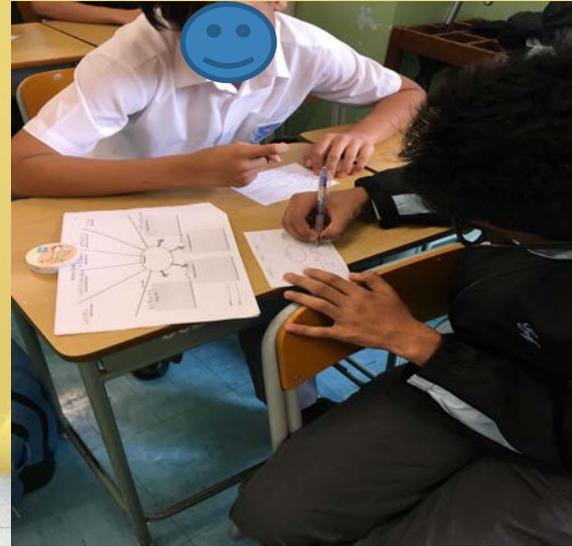
**Whole  
school  
approach**

# ONE PAGE PROFILE



E-records

Class period materials





## EWUN student

#我擅長... #我有信心的東西

#我的興趣 #我喜愛的東西

#我參加過的課外活動

#對我最重要的人物

#學習上我感到困難的地方

#令我有壓力的原因

#能幫助我學習的教授方法

#能幫助我集中的方法

#可以幫助我舒緩壓力的方法

#老師

#環境

Students'  
voice



# Parents





## ICE MOON-CAKE MAKING



Strength-based

奮色園主辦可譽中學暨可譽小學  
學生支援摘要 (2018/2019)

學生姓名: XXX

班別: S1A

本校於 \_\_\_\_ (月/年) 至 \_\_\_\_ (月/年) 為上述學生提供的主要支援安排如下:

(一) 課堂上的支援

協作教學  視覺提示  課程調適

(二) 課後學習支援

支援計劃	家長配合
小組名稱: 綠葉計劃 支援重點: 功課輔導 詳情: 2018年10月起每周2節, 每節60分鐘	➢ 每天檢查學生手冊及功課
小組名稱: 伴讀計劃 支援重點: 增加識字量 詳情: 2018年11月起每周節, 每節10分鐘	➢ 可和學生一起閱讀新聞

(三) 訓練小組

支援計劃	家長配合
小組名稱: 言語治療 詳情: 10月起每兩周1節, 每30分鐘, 共10節 弱項: 物件描述較弱、內容欠組織、認知表達能力稍弱 訓練重點: 篇章理解、詞彙運用、語言運用、程序/事件/故事敘述	➢ 在每天放學後, 可要求學生匯報一件當天校內發生事, 養成以段落報告的習慣 ➢ 可鼓勵學生養成寫日記的習慣, 以高寫作、語言組織及思考能力 ➢ 可安排學生多參與群體活動, 讓學生有更多機會認識朋友, 得到朋輩支援 ➢ 建議擴闊學生生活體驗, 多與他討論所見所聞 ➢ 可和學生一起看新聞, 並作出評論
小組名稱: A 級發展計劃 詳情: 10月起每周1節, 每10分鐘 弱項: 與同學相處較多衝突, 情感表達較差 訓練重點:	

Mid-year Report

#### (五) 測考調適

- 加時
- 提醒
- 讀屏
- 語音轉換

#### (六) 我的強項

強項	家長配合
1. 你的藝術天份	➢ 多讚賞多表揚，以建立其自信及動力
2. 你的團體精神	➢ 可安排學生多參與群體活動，讓學生有更多機會認識朋友，得到朋輩支援
3. 你的獨立能力	
4. 你的仁慈	
5. 你表達意見的能力	
6. 你的體育天份	
7. 你交朋友的能力	
8. 你討論和評價自己的能力	
9. 你的設計天份	
10. 你的音樂才華	
11. 你的忍耐力	

### Strength-based approach





Bloom taxonomy +  
Scaffolding worksheets

Variations in assessments

Strength based model – O Days

Integrated Youth Ambassadors  
Scheme

One-Page Profile

Mid-year report

Ice Moon-cake making

# CELEBRATE

THE LITTLE THINGS



No matter what ...

We have to celebrate what  
we have done for our  
students!