

THE EDUCATION UNIVERSITY OF HONG KONG
FACULTY OF EDUCATION AND HUMAN DEVELOPMENT

SED3001 - School Guidance and Managing Diversity

Offering Department:	Special Education and Counselling
Credit Units:	3
Course Duration:	One Semester
Medium of Instruction:	English
Pre-requisite(s):	Nil
Course Offering Semester*:	Semester A, 2019/20

** The offering semester is subject to change without prior notice*

Synopsis:

This course provides a foundation study in guidance and counseling and diversity in education. It aims to help beginning course participants to develop a caring attitude and a respect for difference. It will provide opportunities for course participants to understand the theoretical foundations of guidance and counseling and diversity in ability, disability, culture, ethnicity, religion, and language background. It focuses on helping course participants to develop responsive strategies for supporting the learning and participation of all students and to perform their guidance roles in collaboration with fellow school personnel, parents and the community within a whole school approach.

Course Content:

<p><u>Overview: Catering for individual differences:</u></p> <ul style="list-style-type: none">- Guidance and counseling: concepts, goals and framework.- Equity and equality in education and education for all.
<p><u>Trends and evolution: guidance and equity development in context:</u></p> <ul style="list-style-type: none">- The evolution of guidance service and resilience approaches in child development (individual and systems) in Hong Kong schools.- A review of international developments (Salamanca Statement, Dakar Framework of Action, IDEA, NCLB).- Issues and challenges in the provision of education for children with disabilities and special educational needs.

Assessment of guidance and counseling needs of children and adolescents in the rapidly changing family, school, cultural and societal contexts.
<u>Understanding the needs of diverse learners in Hong Kong:</u> <ul style="list-style-type: none"> - Learning, emotional and behavioral characteristics of students with visual and hearing impairments, physical disabilities, intellectual disabilities, autism, dyslexia, AD/HD and language difficulties - Ethnicity, religion, culture, language, gender, socio-economic status, disability and special educational needs.
<u>Whole School Approach to guidance and diversity:</u> <ul style="list-style-type: none"> - Development of inclusion and school support system for students with diverse needs in Hong Kong.
<u>Personal qualities, guidance roles and functions of class teachers:</u> <ul style="list-style-type: none"> - Working with individuals
<u>Personal qualities, guidance roles and functions of class teachers:</u> <ul style="list-style-type: none"> - Working with the whole class
<u>Personal qualities, guidance roles and functions of class teachers:</u> <ul style="list-style-type: none"> - Working with the system
Responding to diversity in daily teaching: Presentation methods, responsive strategies, scaffolding learning, building on individual strengths, peer support, co-teaching, cooperative learning, behavioral intervention, and concepts of early intervention and its strategies.
Crisis intervention strategies: individual, school based and community network

Assessment (*Indicative only*):

Tasks	Weighting
Strategy Plan	70%
Test	20%
Reflection Paper	10%

Detailed Course Outline:

http://www.eduhk.hk/fehd_prog/view.php?secid=5803