

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

SED3001/SED4072 - 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 I

** 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 course participants to develop a caring, understanding and supportive attitude and a respect for diverse needs of students in all school settings. 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:

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

<p>Collaboration of teachers with the School Guidance Team (SGT), School Social Worker (SSW) and other Student Guidance Personnel (SGP) in implementing personal growth education.</p> <p>Assessment of guidance and counseling needs of children and adolescents in the rapidly changing family, school, cultural and societal contexts such as special educational needs, behavioural problems, family problems, psychological and mental health problems, internet addiction, psychotropic substances abuse, student suicide and child abuse cases.</p>
<p>Understanding the needs of diverse learners in Hong Kong:</p> <ul style="list-style-type: none"> - Learning, emotional and behavioral characteristics of students with visual and hearing impairments, physical disabilities, intellectual disability and giftedness, autism spectrum disorder, specific learning difficulties (including dyslexia and dyscalculia) emotional and behavioral disorder, AD/HD and language difficulties - Ethnicity, religion, culture, language, gender, socio-economic status, disability and special educational needs.
<p>Whole School Approach to guidance and diversity</p> <ul style="list-style-type: none"> - Development of inclusion and school support system for students with diverse needs in Hong Kong - Concept of response to intervention (RTI) and 3-Tier intervention framework - Roles of different stakeholders (such as social worker, guidance team members, class teachers) and their collaborative effort in dealing with students with diverse needs
<p>Counselling theories: person-centered approach, cognitive-behavioral approach and behavioral approach (including functional behavioral assessment)</p>
<p>Counselling skills: attending, active listening, encourager, paraphrasing, questioning, reflection of feeling, challenging and self-disclosure</p>
<p>Stages of helping: rapport building, exploration, goal setting, action and review</p>
<p>Personal qualities, guidance roles and functions of class teachers: Working with individuals</p> <p>Ethical principles for teachers as counselors</p>
<p>Personal qualities, guidance roles and functions of class teachers: Working with the whole class</p>
<p>Personal qualities, guidance roles and functions of class teachers: Working with the system (parents, peers, student support team, functional units, community, EDB)</p>
<p>Responding to diversity in daily teaching and curriculum adaptation: Presentation</p>

methods, responsive strategies, scaffolding learning, building on individual strengths, peer support, co-teaching, cooperative learning, behavioral intervention, assessment accommodation 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%
In-class Reflection and Test	30%

Detailed Course Outline:

https://uedhk-my.sharepoint.com/:b:/q/personal/fehd_eduhk_hk/ES2bsmpUtjdHjPNqahUZ8R4B4-ZBzz6pLTBWB2MrfN4fkw?e=S8bX4j