The Ideology of Inclusive Education

The Education Bureau encourages schools to adhere to five fundamental principles: "Early Identification," "Early Support," "Whole-School Participation," "Home-School Collaboration," and "Cross-Sector Collaboration." These principles should work together with cultural, policy, and procedural aspects to implement an inclusive education model involving the participation of the entire school.

Schools are to establish designated team to promote a three-tier support model for students with special educational needs. This approach helps students overcome limitations and challenges, enabling them to achieve an accessible level of learning. It also fosters their potential during their developmental stages, gradually transforming them into independent, adaptable, and self-learning individuals ready to face life challenges.

Features of the "Whole-School Participation" Model

- **Whole-School Consensus**: All staff members acknowledge their responsibility to create an inclusive environment that addresses the educational needs of all students.
- **Tiered Support**: Early identification allows for appropriate support to be provided to students.
- **Curriculum Adaptation**: Schools can revise or expand their curricula to meet the diverse learning needs of students.
- **Teaching Adaptation**: Diverse teaching techniques and assistive tools are employed to address different learning requirements.
- **Peer Support**: Strategically organized learning groups, peer tutoring, and social circles.
- **Teacher Collaboration**: Teachers work together and support each other, such as through collaborative teaching.
- **Classroom Management**: Designated personnel and teachers consult on improving the learning environment, such as arranging collaborative teaching to benefit the entire class.
- **Assessment Adaptation**: A variety of assessment methods are utilized, and appropriate special exam arrangements are provided according to students' special educational needs, ensuring that they have a fair opportunity to demonstrate their learning outcomes.

Team Members

Consultant：Ms. CHUNG Ying-hung

Team Leader：Mr. CHONG Po-ki

Support Teachers：Mr. HUI Chi-fai, Mr. LAU Yu-shing, Mr. Mohammad Sufian, Ms. WONG Chak-yan, Ms. LIU Yun-wei, Ms. WONG Man-sze, Mr. Munir Muhammad Ilyas

Assistant：Ms. SO Ka-po

Social Workers：Ms. NG Jenny Cho-yee, Mr. TSOI Ka-ho Andy

Student Support Social Worker：Ms. CHENG Lui Iris

Professional support including services provided by the Educational Psychologist and Speech Therapist are also available.

Support Teachers by Form / Grade Level

Level / Grade	Support Teachers
Secondary 1	Ms. WONG Chak-yan
Secondary 2	Mr. LAU Yu-shing
Secondary 3	Mr Munir Muhammad Ilyas
Secondary 4	Mr. HUI Chi-fai, Ms. WONG Man-sze
Secondary 5	Mr Mohammad Sufian
Secondary 6	Ms. WONG Man-sze

Regular Support Model

