



Jockey Club
Inclusive Quality Preschool Project
賽馬會學前校園優質融和計劃

Seminar
6 January 2023

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It takes a village to raise a child

賽馬會學前校園優質融和計劃

感謝

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協作單位 Project Partners (按英文字母順序排列 By alphabetical order)



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- **Emeritus Professor Marjory Ebbeck** (Professor
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- **Ms Miffy Leung, Ms Stella Chan, Ms Annie Tao, Ms Shirley Leung** - 香港理工大學 The Hong Kong Polytechnic University
- **Ms Rainlla Chan & Ms Stella Chan** - 太平洋區幼兒教育研究學會（香港）
Pacific Early Childhood Education Research Association (Hong Kong)
- **Ms Nancy Ting** - 耀中幼教學院 Yew Chung College of Early Childhood Education
- **Project participants (i.e., EC professionals, children & their families)**



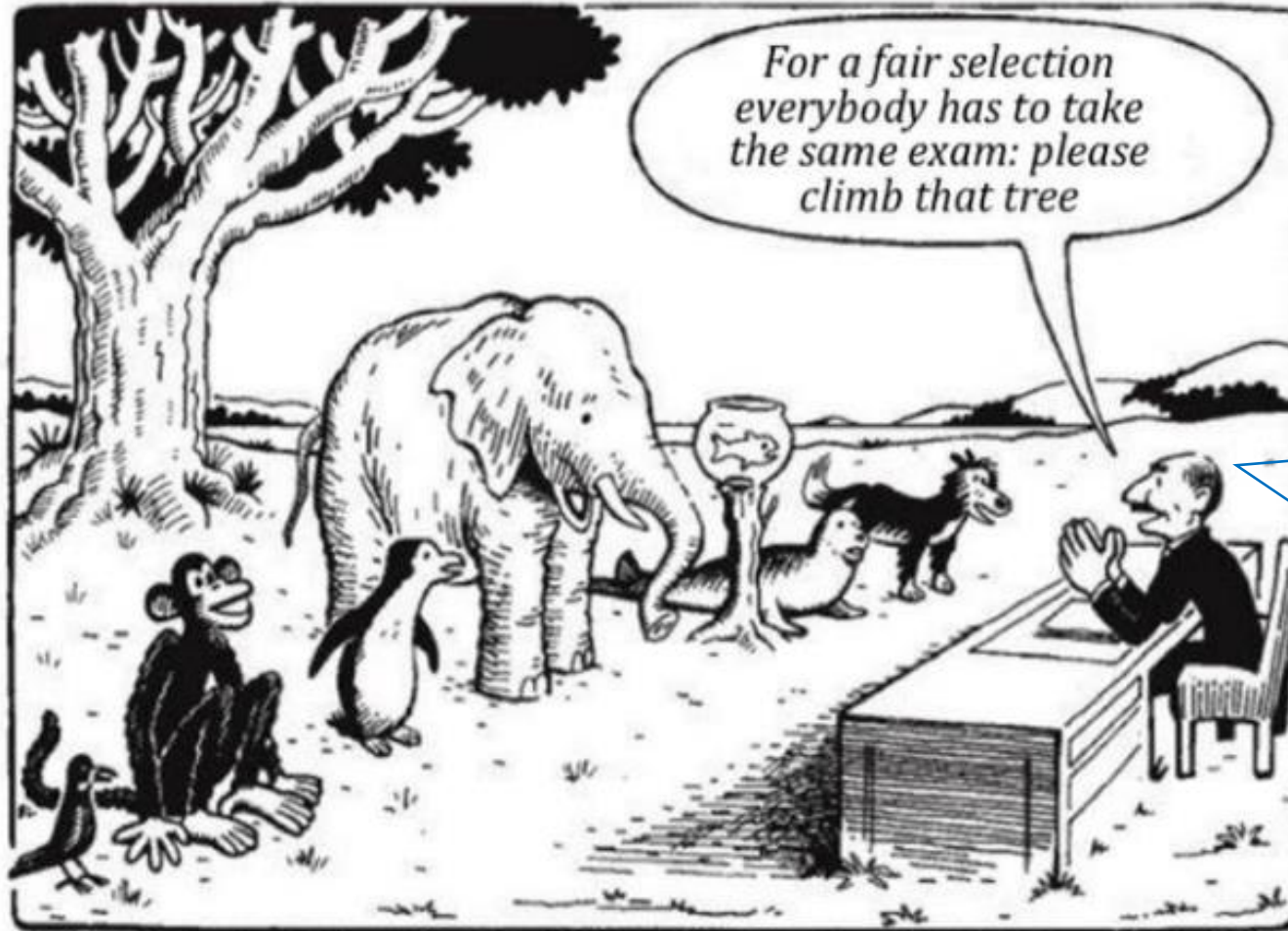
Introduction

Shampoo Vs Education 洗髮水與教育

- We need options for our hairs. 😊
- 我們需要不同的洗髮水。
- Well...do we need options for our education too?
- 那么，我們是否也需要不同的教育？



Should we all climb a tree? 我們都應該爬樹嗎?



Our Education System

為了公平，每個人都必須參加同樣的考試：請爬上那棵樹

Source:
<https://www.coolcatteacher.com/quotes/education-cartoon-everyone-read/>

Introduction

- ‘Inclusive education’ refers to the inclusion and teaching of ALL children in formal or non-formal learning environments without regard to gender, physical, intellectual, social, emotional, linguistic, cultural, religious, or other characteristics (UNESCO, 2015, p. 10).

“全納教育”是指在正式或非正式學習環境中包容和教授所有兒童，不考慮性別、身體、智力、社會、情感、語言、文化、宗教或其他特徵 (UNESCO教科文組織, 2015, p. 10)

Source: <https://www.unesco.org/en/education/inclusion>

Introduction

- Inclusive education is complex, involving a range of issues including developing appropriate government and school policy; providing relevant support; enabling academic and social inclusion; changes to curriculum, pedagogy and assessment; **preparing new teachers and improving existing teachers' skills in adapting instruction; modifying curriculum and classroom management; and developing functional multi-agency collaboration** to support all students (Forlin, 2010).
- 全納教育很複雜，涉及一系列問題，包括制定適當的政府和學校政策；提供相關支持；促進學術和社會包容；課程、教學法和評估的變化；培養教師並提高現有教師適應教學的技能；修改課程和課堂管理；發展功能性多機構合作以支持所有學生(Forlin, 2010).

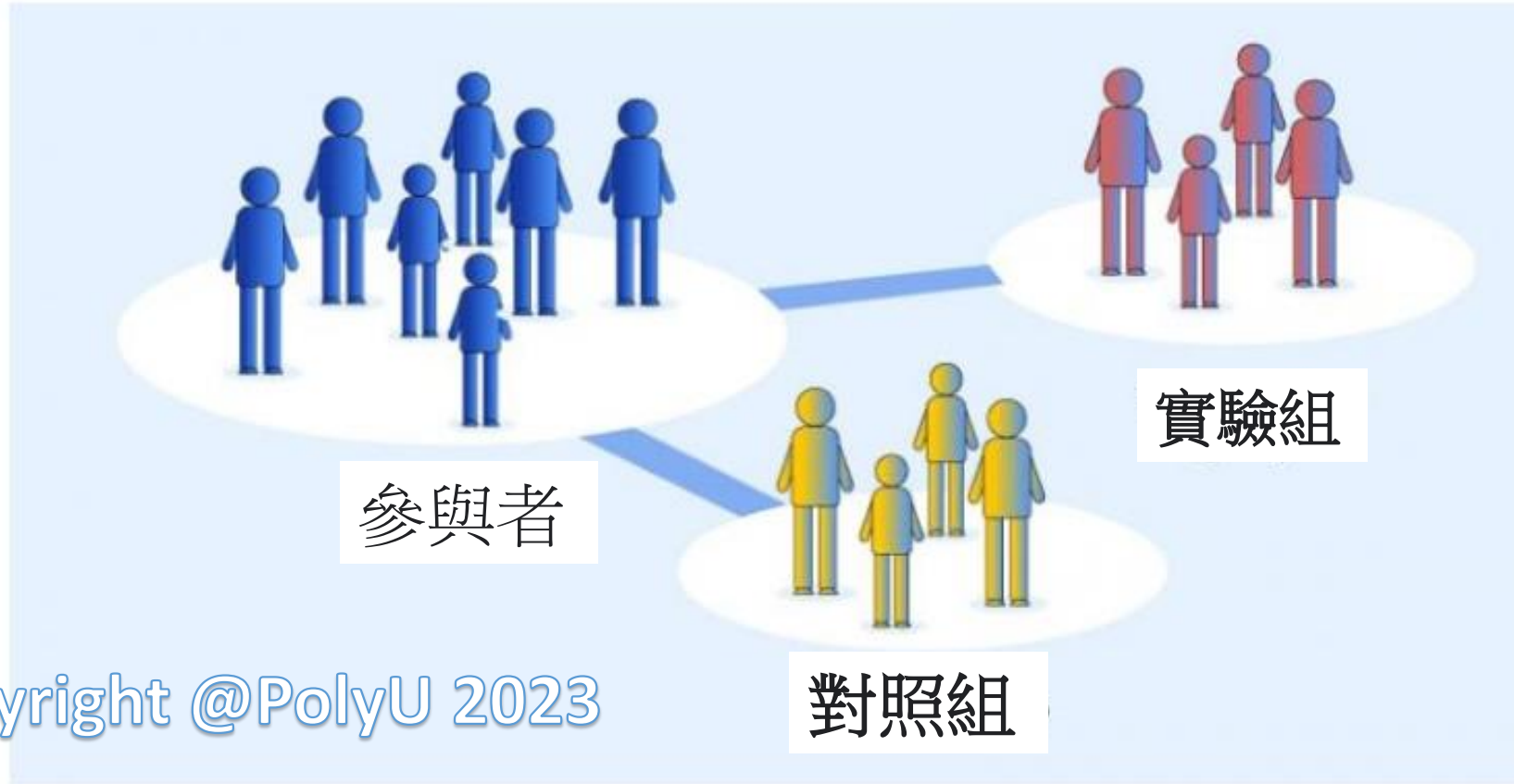
Source: <https://nasenjournals.onlinelibrary.wiley.com/doi/abs/10.1111/j.1471-3802.2010.01162.x>

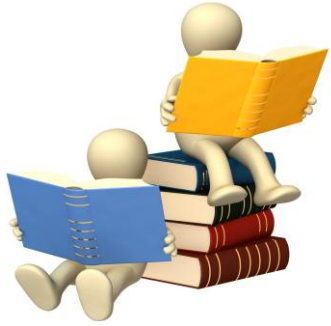


Method 研究方法

Experimental and control groups

實驗組和對照組





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Training

- Theories & principles (UDL*, RTI, RBI/CC2CC)
- 理論與原則

Support

- PLeaSS team & ECE School-based support team
- PLeaSS 團隊和 ECE 校本支持團隊

Practice

- **Co-construction of knowledge & practices**
- 知識與實踐共建

Change & create

- **Quality improvement**
- 質量提升

Universal Design for Learning (UDL)全方位學習設計

- UDL is an approach (*how*) to inclusive education, where learning environment, curriculum and teaching strategies are intentionally designed to meet the needs of every learner in an educational setting. UDL 是一種包容性教育的方法，其中有意設計學習環境、課程和教學策略以滿足教育環境中每個學習者的需求
- It requires careful planning and facilitation by teachers/carers (*who*) who are able to provide age- and ability-appropriate scaffolding for all children. 它需要教師/看護人能夠仔細為所有兒童，提供適合年齡和能力的規劃和協助

Source: <https://www.cast.org/impact/universal-design-for-learning-udl>

Universal Design for Learning (UDL) 全方位學習設計 guidelines

Multiple Means of Engagement (the “**why**” of learning) – multiple ways to motivate learners

多種參與方式
(學習的“原因”)：
激勵學習者的多種方式

Multiple Means of Representation (the “**what**” of learning) – presentation of content in different ways

多種表示方式
(學習的“內容”)：
以不同方式呈現內容

Multiple Means of Action and Expression (the “**how**” of learning) – learners can use different ways to show what they know

多種行動和表達方式
(學習的“方式”)：
學習者可以使用不同的方式來展示他們所知道的

Source: <https://www.cast.org/impact/universal-design-for-learning-udl>

Interventional approach (pre/post design) 前/後測方法

(Creswell & Creswell , 2018)



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Tools 研究工具

- Quantitative and qualitative data was collected by an online questionnaire and observation.

通過在線問卷調查和觀察收集定量和定性數據

- Ethics approval was received before data collection

在數據收集之前獲得倫理委員會的批准

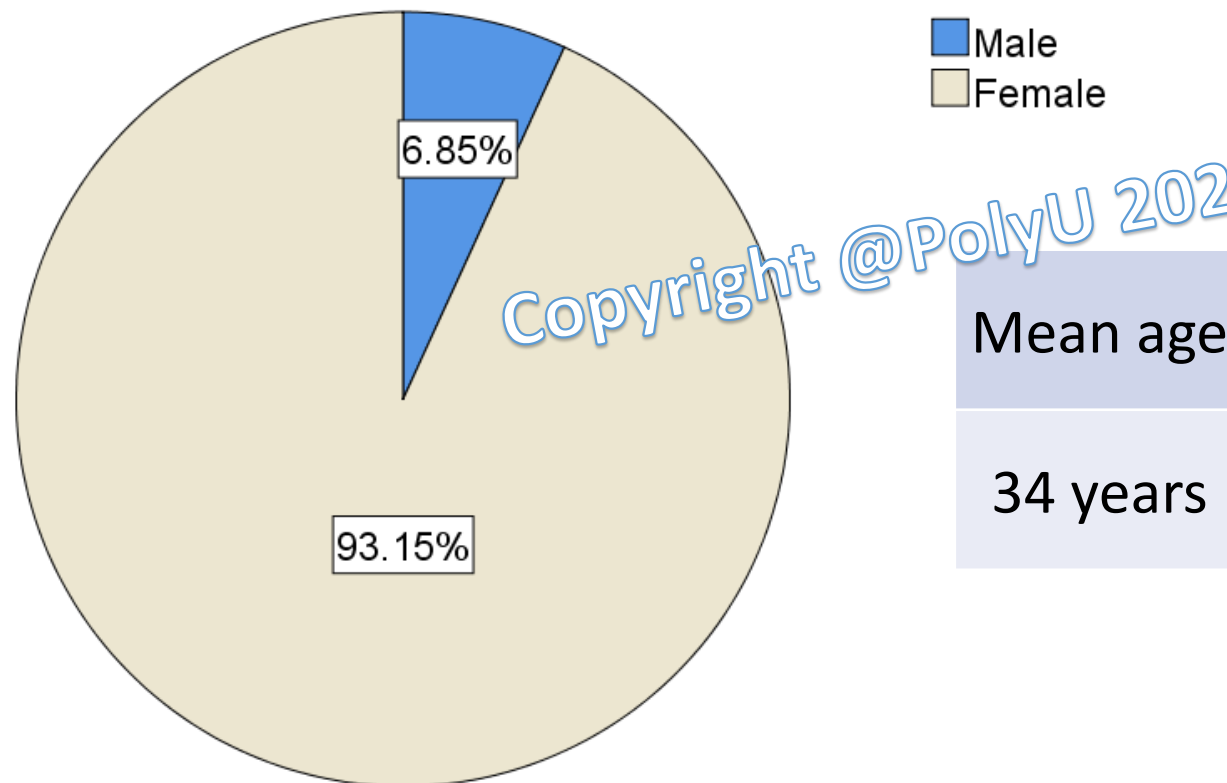
- This current presentation will share findings of part of a larger study
分享研究的部分結果
- The project was commenced from mid 2021 – ie., during the COVID-19 pandemic
從 2021 年中開始 – ie., 即在 COVID-19 大流行期間

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Participants 研究參與者 – questionnaire (N=73)



Participants 研究參與者 - questionnaire

Years of experience 工作經驗 (n=73)

Mean

10.6 years

Years of experience of working with children with diverse learning need 與具有不同學習需求的兒童一起的工作經驗 (n=64)

Mean

8.6 years

Years of experience in the current preschool 目前幼兒園的工作經驗 (n=54)

Mean

6.4 years

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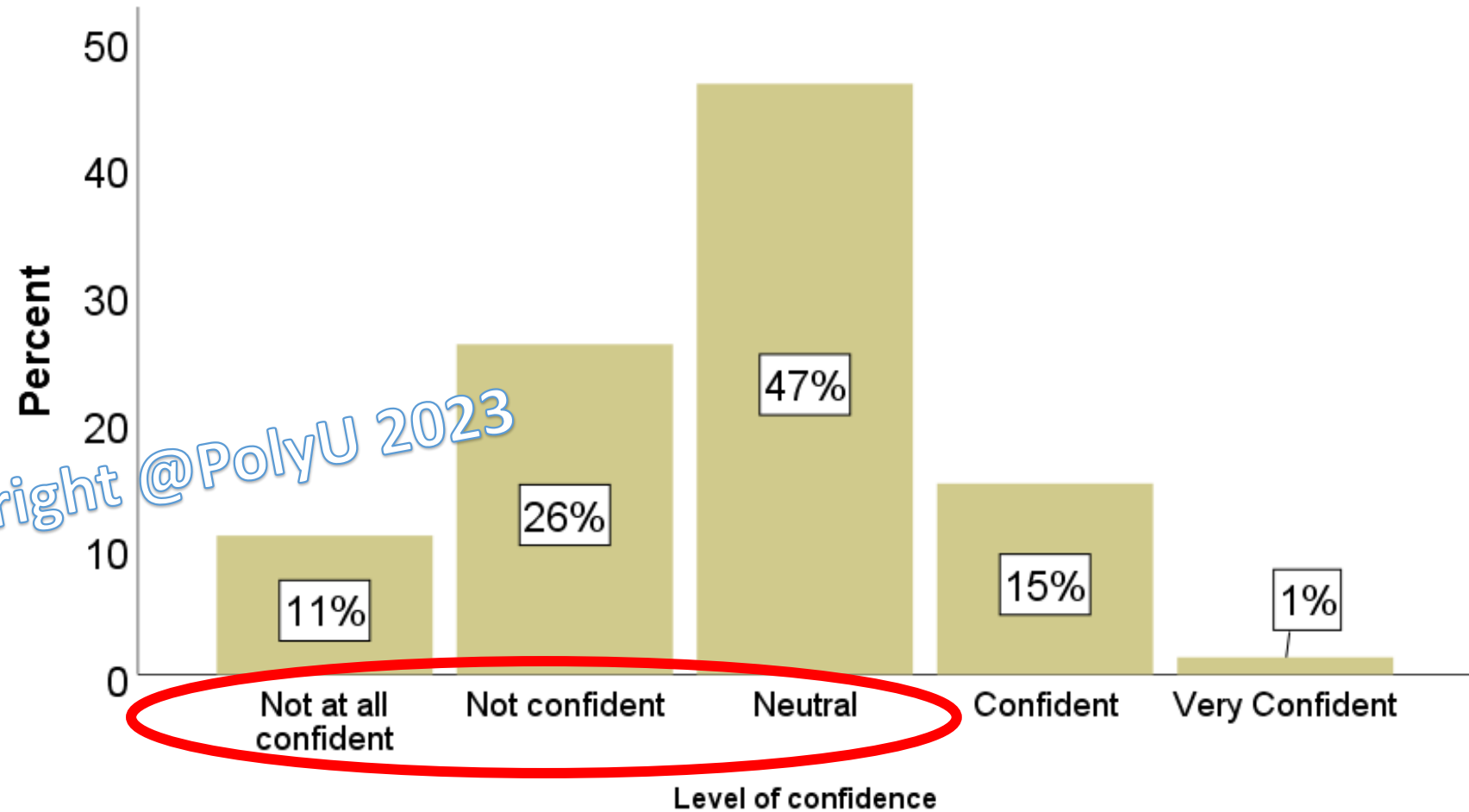
Findings 研究成果

Pre-test 前測:

ECEC professionals' levels of confidence in applying the Universal Design for Learning (UDL) principles
ECEC 專業人員對應用通用學習設計 (UDL) 原則的信心水平

(N=73)

Mean	SD
2.7 (out of 5)	.91

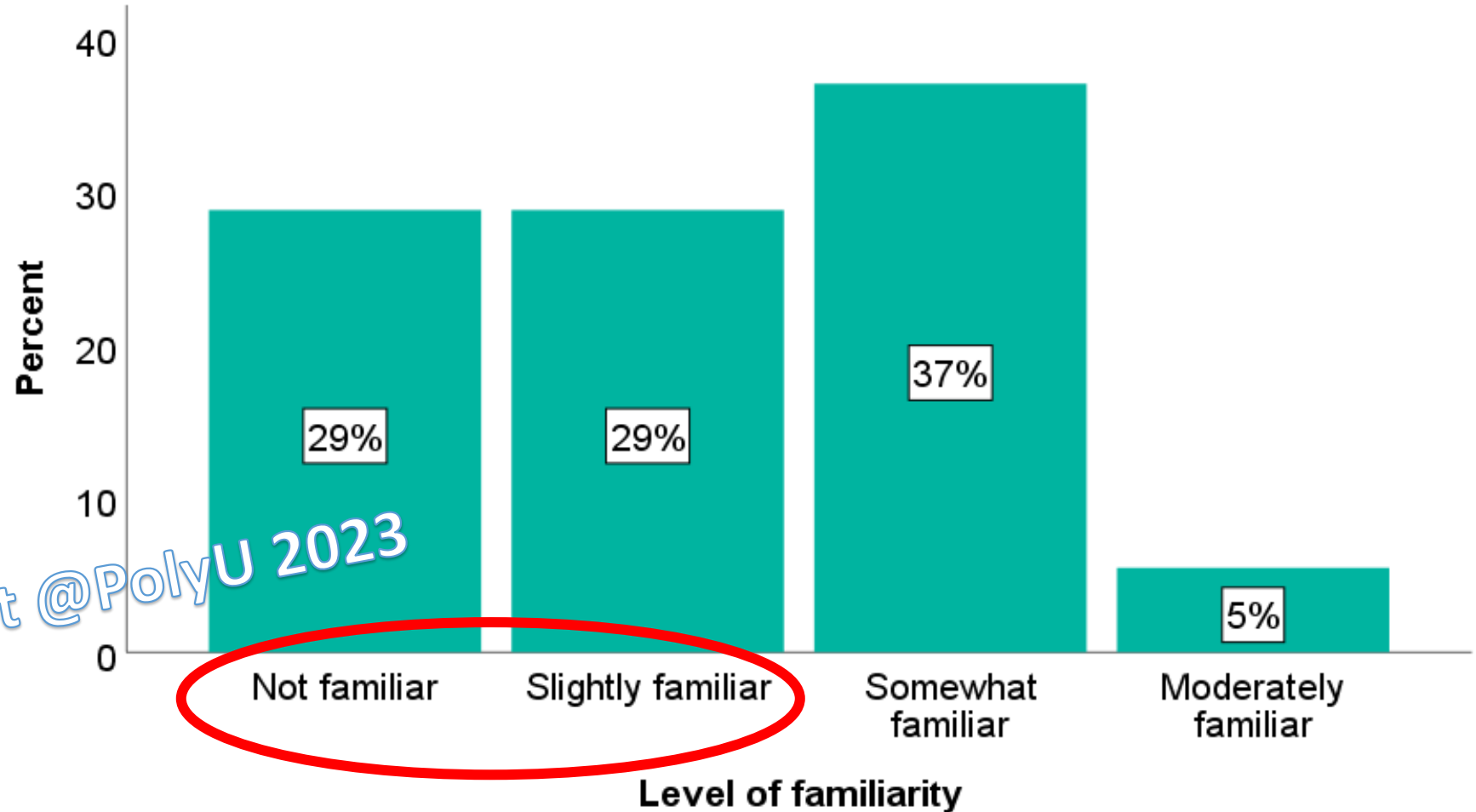


Pre-test 前測:

ECEC professionals' levels of familiarity with the Universal Design for Learning (UDL) ECEC 專業人員對通用學習設計 (UDL) 的熟悉程度

(N=73)

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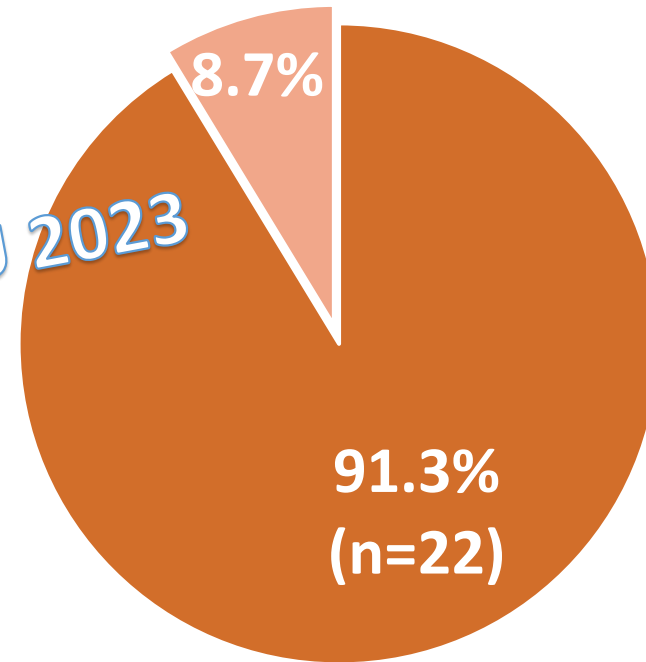
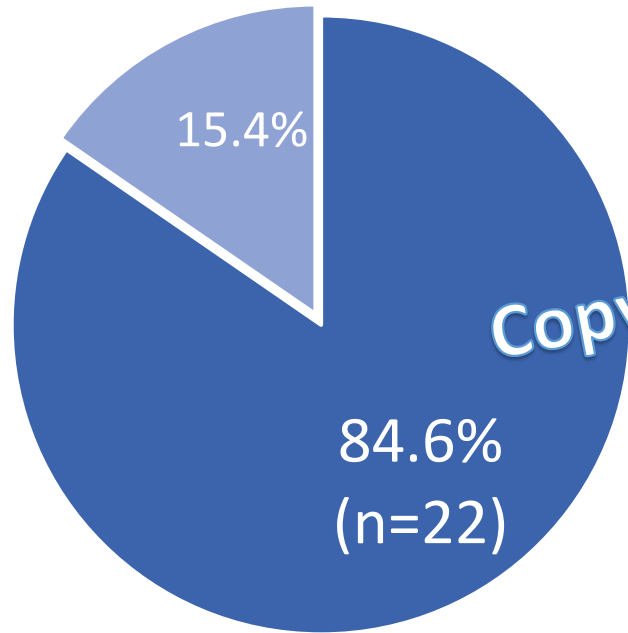


Post test後測:

對「全方位學習設計」(Universal Design for Learning) 的熟悉程度

治療師及特殊幼兒工作人員 (N=26)

老師 (N = 26)



■ 有增加 ■ 沒有增加

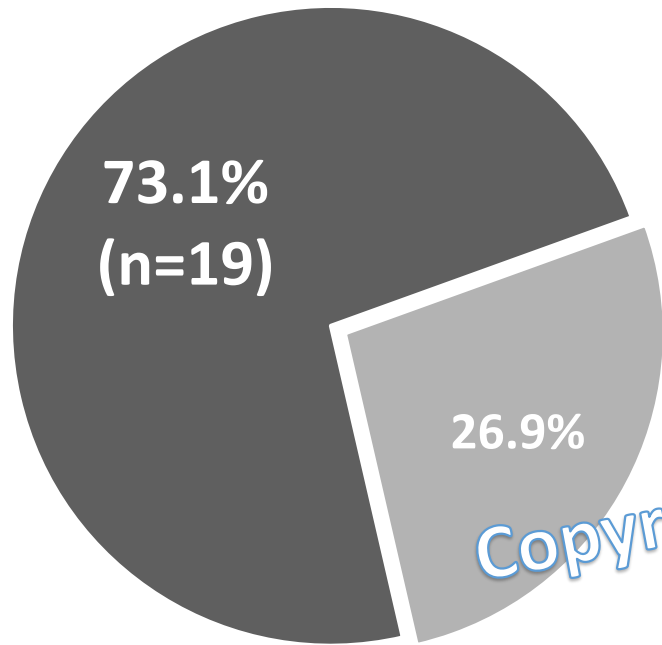
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Post test後測:

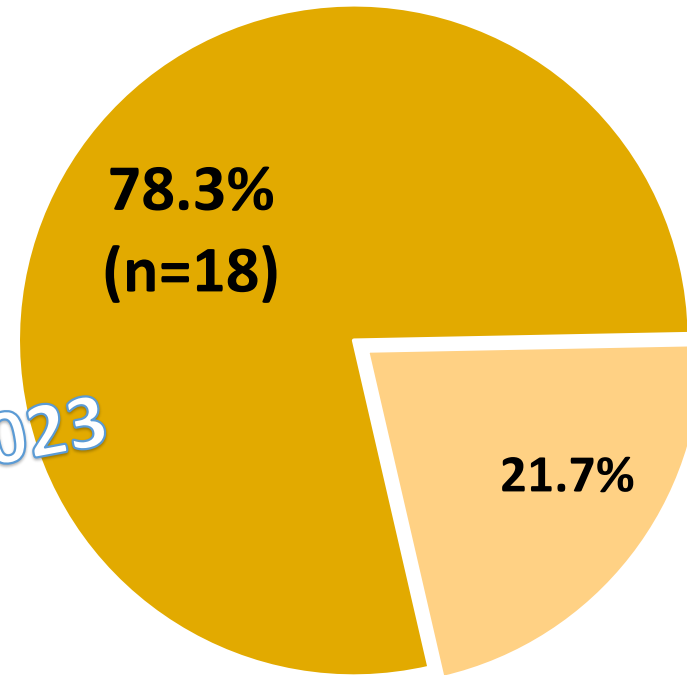
對使用「全方位學習設計」原則，以支援有特殊教育需要的兒童的信心

治療師及特殊幼兒工作人員
(N=26)



■ 有提升 ■ 沒有有提升

老師 (N=23)



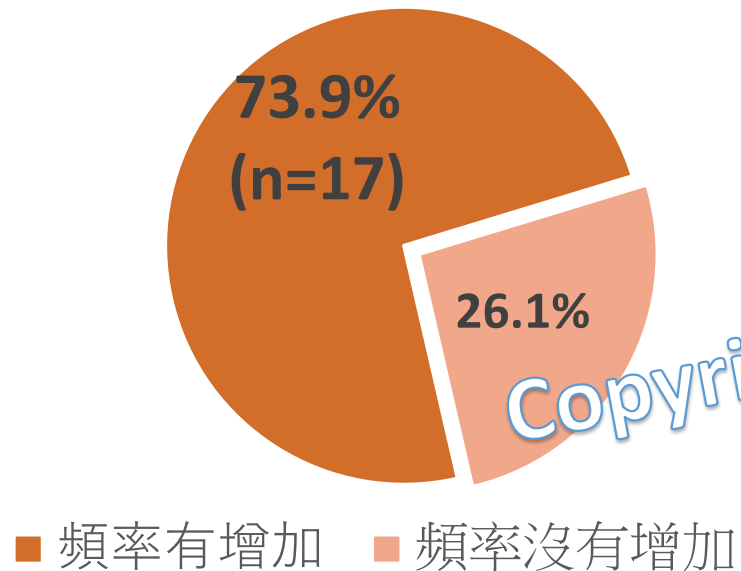
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Post test後測:

在課程規劃或教學實踐中使用「全方位學習設計」原則的頻率

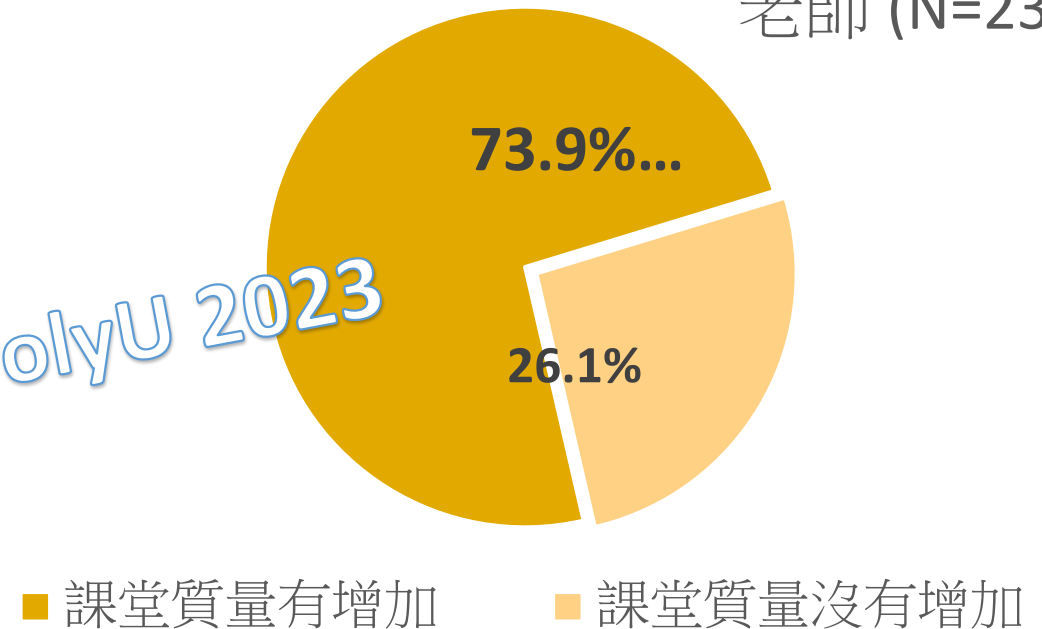
老師 (N=23)



Post test後測:

對課堂質量(社交環境、課室環境、學習流程等)的評量

老師 (N=23)



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Early Childhood Environment Rating Scale (ECERS)

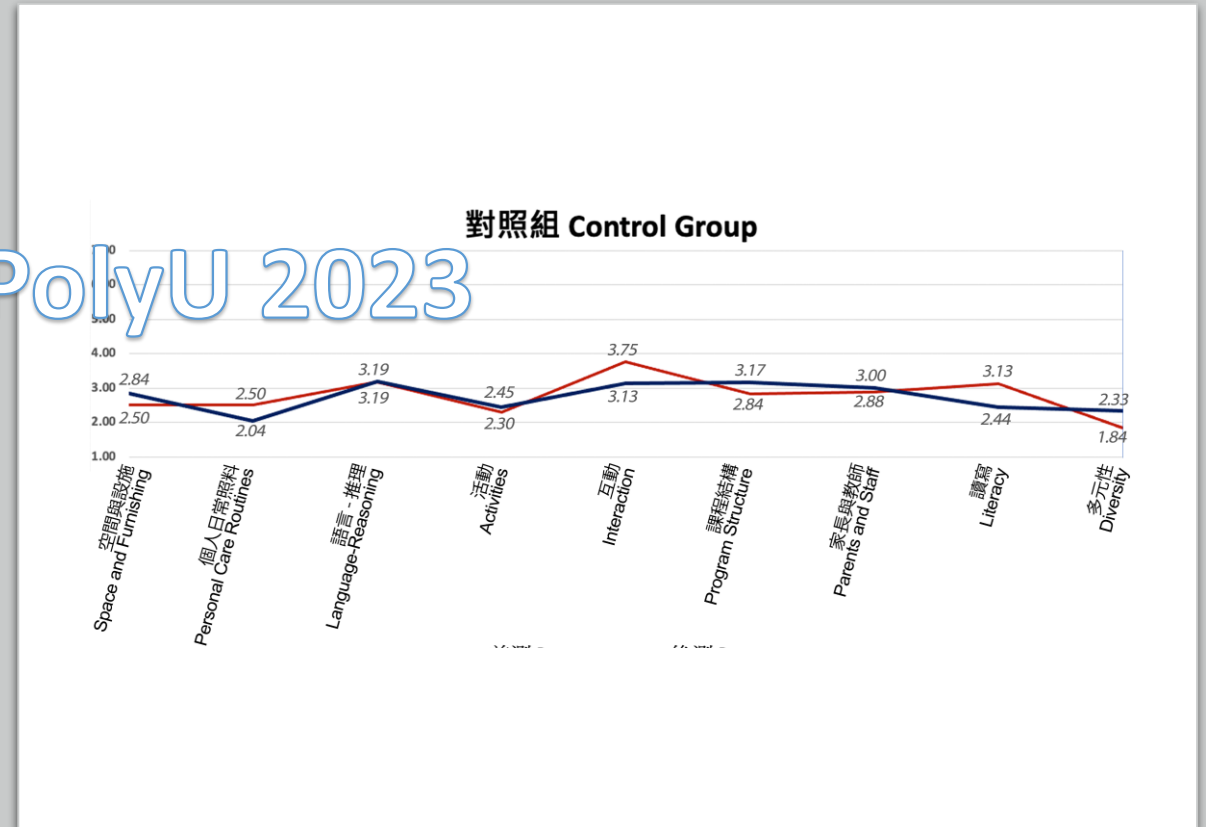
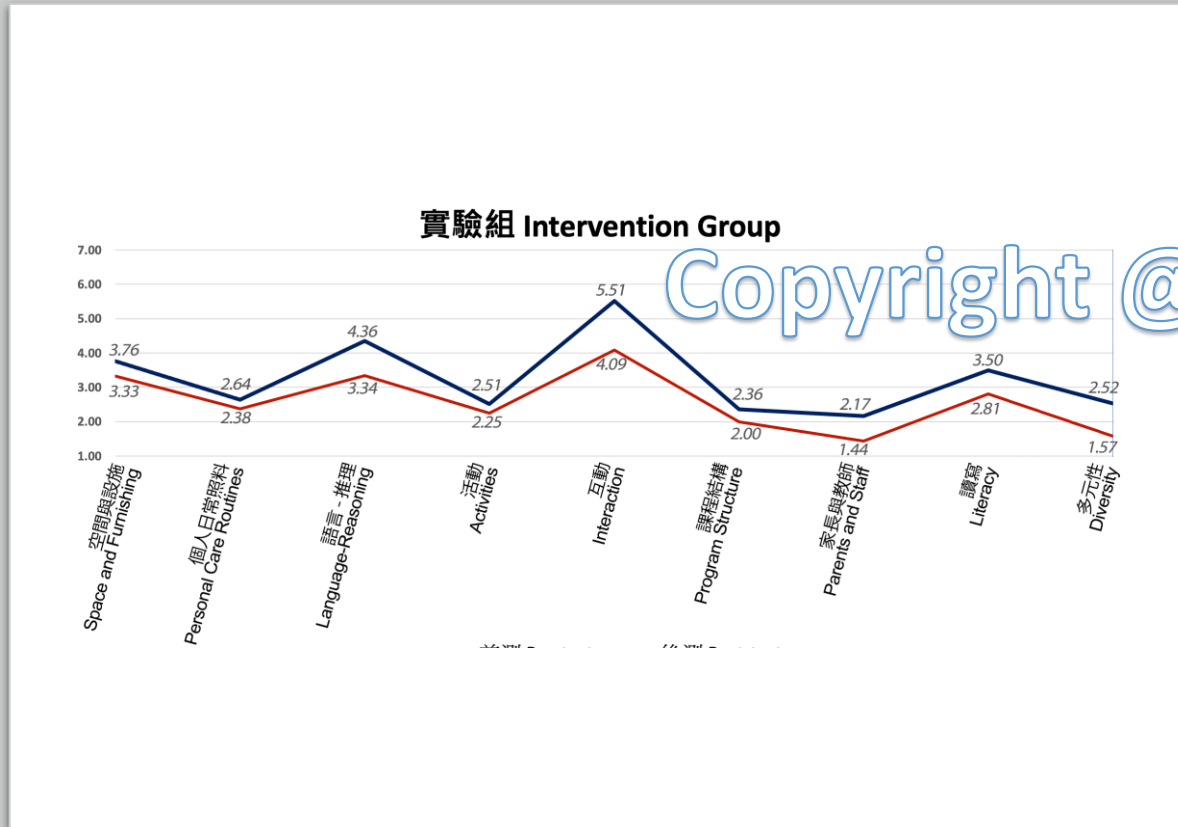
幼兒學習環境評量表（環評）

	Number of school
Intervention 實驗組	8
Control 對照組	4

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Early Childhood Environment Rating Scale (ECERS) – selected items

幼兒學習環境評量表（環評）- 選定項目



The background features a gradient from dark brown on the left to dark blue on the right. Several envelopes in various colors (olive green, grey, dark green, purple, teal) are scattered across the scene, some overlapping. A white double-line rectangular border frames the central text.

Take away
messages...



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Interdisciplinary team &
professional development

跨學科團隊和專業發展



Just because I can't
walk, doesn't mean
I can't play!
我不能走路，並不
代表我不能玩！



Every child has the right to
participate, learn and develop
每個孩子都有參與、學習和
發展的權利

Associate Professor Bonnie Yim

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*Thank
You*