

## 《融情（第五期）：香港兒科醫學會演講及兒童健康獎 2010「教育有讀寫障礙的兒童：十年來合力創造的成果」》視像文字稿

《融情（第五期）》包含 26 張投影片，7 張為中文版，19 張為英文版，以文字介紹香港兒科醫學會演講及兒童健康獎 2010：「教育有讀寫障礙的兒童：十年來合力創造的成果」，以下是每一張投影片的內容大意：

### 第一張投影片：

顯示融情第五篇標題：香港兒科醫學會演講及兒童健康獎 2010「教育有讀寫障礙的兒童：十年來合力創造的成果」，並指出附有英文版詳細內容（Detailed English Version）

### 第二張投影片：

香港兒科醫學會邀請教育局副秘書長葉曾翠卿女士，於二零一零年五月六日出席香港兒科醫學會（2010）演講宴會致辭及領獎。

### 第三張投影片：

演講的題目為「教導有讀寫障礙的兒童：十年來合力創造的成果」，演辭介紹為讀寫障礙兒童發展教育服務的里程碑。

### 第四張投影片：

為讀寫障礙兒童發展教育服務的里程碑如下：

- a) 80 和 90 年代：初展階段—讀寫障礙問題被確認並引起專業人士之間的討論。期間一些簡單的評估工具和小組輔導計劃亦應運而生；
- b) 2000 年：支援讀寫障礙學生的轉捩點—本港首次出版標準化的小學生評估工具；
- c) 從 2000 年起：進入一個持續發展的階段—服務進一步擴展和微調。

### 第五及第六張投影片：

概述如何從多角度支援有讀寫障礙的學生：

- a) 教師培訓：由 2007/08 學年起制訂了一個五年教師專業發展架構。
- b) 全校參與的政策：所有學校應採納「全校參與」模式，照顧學生的特殊教育需要。
- c) 給予學校額外資源及專業支援：教育局鼓勵學校按學生的不同需要，彈性地調撥資源，以「三層支援模式」照顧學生的個別差異。
- d) 專業研究及發展學習資源：在二零零六年開展為期五年的「喜閱寫意賽馬會讀寫支援計劃」；推出新的評估工具及學習資源，供中、小學作支援有讀寫障礙的學生之用。
- e) 跨界別合作：教育局與大專院校、非政府機構及衛生署攜手合作，向有讀寫障礙的學生及其家庭提供全方位的支援。
- f) 提高公眾意識：加強公眾人士了解及接納有讀寫障礙的學生。

#### 第七張投影片：

總結：為有讀寫障礙學生提供的教育服務在香港已有相當大的進展；教育局重視從各個層面支援有讀寫障礙的學生，各專業及前線工作人員亦對支援有讀寫障礙的學生已有一定的認知及承擔。教育局與倡導組織及其他服務機構已成功建立伙伴關係。隨著加強校本支援、師資培訓和提供更多有實證的輔導教學資源，有讀寫障礙的學生將能夠在學校更有效地學習。

#### 第八張投影片：

Detailed English Version

#### 第九張投影片：

The HKPS Oration & Medal on Child Health 2010

Educating Children with Dyslexia: What we have achieved together in the past ten years

#### 第十張投影片：

The Council of Hong Kong Paediatric Society invited Mrs Betty Ip, Deputy Permanent Secretary for Education (School and Professional Development Branch), Education Bureau, to deliver the Oration at the Hong Kong Paediatric Society Child Health Oration and Banquet 2010.

#### 第十一張投影片：

Mrs. Ip was honoured to receive the award (HKPS Medal on Child Health 2010). She saw herself as a representative of EDB and all the education professionals receiving this award.

#### 第十二及第十三張投影片：

Major Milestones in the Development of Educational Services for Dyslexic Students over the Past Decades:

- a) The 80s and 90s can be considered as the initial stage when the significance of this issue was first recognised in Hong Kong and debated among the professionals. At the same time, some simple assessment tools and group remediation programmes were tried out.
- b) The year 2000 is a turning point in the history of educational support for dyslexic students in Hong Kong. It was a milestone year marking the publication of the first norm-referenced screening tool for primary school students.
- c) From 2000 onwards, it is a period of continuing development when services are being further expanded and fine-tuned.

#### 第十四至第十六張投影片：

Major Developments of an Integrated Framework of a Multi-focus Model for Supporting Students with Dyslexia:

- a) Teacher training - a 5-year professional development framework with training targets for in-service teachers has been put in place, starting from the 2007/08 school year.

第十七張投影片：

- b) Whole-school Policies - Supporting students with dyslexia is a whole-school issue. EDB expects all schools to adopt a Whole-school Approach to supporting students with special needs, which is to be documented in the School Development Plan.

第十八至第二十張投影片：

- c) Funding and professional support for schools - Schools are provided with funding to address student diversity in their school. EDB encourages schools to use the funding flexibly to address the varying degrees of needs of the students through the following 3-tier intervention model:

Tier-1 support, which is preventive in nature and refers to quality language teaching in the classroom for all students.

Tier-2 support, which refers to the “add-on” intervention for students assessed to have persistent learning difficulties.

Tier-3 support, which targets at a relatively small number of students who need intensive support, special accommodations, specialist support, etc. in the light of their more severe learning difficulties.

EDB also initiated the School Partnership Scheme and Resource Schools programmes, under which schools with good practices in catering for dyslexia management are provided with additional resources to share their experiences with other schools.

第二十一張投影片：

- d) Developing expertise and specific learning resources- Mrs Ip mapped out a blue-print for the 5-year READ & WRITE Project embarked in June 2006 with a budget of over \$150 million.

第二十二及二十三張投影片：

- e) Cross-sector collaboration- In order to provide the full range of support for dyslexic children and their families, EDB reaches out and works hand in hand with the tertiary institutions, the Department of Health and the NGOs. EDB liaised with the Hong Kong Examination and Assessment Authority in 2004 to introduce special examination arrangements in public examinations. Such special arrangements were also applicable to internal assessments in schools.

第二十四張投影片：

- f) Promoting public awareness- Dyslexic students need an equal opportunity to demonstrate their knowledge and skills. EDB will continue to make use of the mass media such as radio and television programmes, publicity leaflets and web-based information to promote understanding and acceptance.

第二十五及二十六張投影片：

Progress and Way Forward:

Within EDB, the importance of support to dyslexic students is acknowledged at all levels and there is an equally strong awareness and consensus amongst professional and front-line staff. EDB anticipates that with enhanced school-based support, teacher training and more evidence-based intervention resources available, dyslexic children would be able to better succeed in schools.