

# Researching inclusive pedagogy with teachers in Hong Kong

---

Li, Kwan Wing Eddy 李鈞榮  
Magdalene College  
August, AD 2020

This dissertation is submitted for the degree of Doctor of Philosophy

This thesis is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared in the Preface and specified in the text.

It is not substantially the same as any that I have submitted, or, is being concurrently submitted for a degree or diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text. I further state that no substantial part of my thesis has already been submitted, or, is being concurrently submitted for any such degree, diploma or other qualification at the University of Cambridge or any other University or similar institution except as declared in the Preface and specified in the text.

It does not exceed the prescribed word limit for the relevant Degree Committee.

*for my grandma, with love and gratitude*

# Researching inclusive pedagogy with teachers in Hong Kong

Li, Kwan Wing Eddy

## *Abstract*

This thesis sets out to develop greater understanding of inclusive pedagogy. It explores what teachers do in practice to support everyone's learning, alongside what they believe about teaching a diversity of learners. In the main part of the empirical work, I researched with six teachers in Hong Kong. Over a period of nine months, I placed myself within the context of these teachers' work, during which I was able to observe their lessons, as well as reflect with them on their teaching, and discuss their inclusive practices in detail. Their stories of inclusive pedagogy became the six case studies presented here.

A key ethical underpinning of this thesis is that learning from teachers requires an open and exploratory approach based on a deep respect for the work that they do. Therefore, while undertaking the six case studies, I sought to apply as far as possible an inclusive research methodological lens. Thus, I was careful to ensure that the research problems were owned by the teachers, and that they were given some control over the processes and outcomes of our exploration where possible. I also considered different presentation strategies so as to reflect more accurately the worldviews of these teacher-researchers.

In analysing the individual case studies, I brought together each teacher's inclusive *doing* and *believing*. I then examined the nature of the relationship between these two elements (for example, the extent to which they informed one another), and considered how far this connection might contribute to understanding the teacher's inclusive practices in context. Through cross-case analysis, I was able to derive two assertions of broader applicability. I have termed these: first, the collective inclusive pedagogy, and second, the growing inclusive pedagogy. I conclude that inclusive pedagogy is a collective responsibility to be shared among all teachers and all children, and it is a capacity which everyone can always improve.

This thesis ends with recommendations, based on my key findings, for policy and practice in Hong Kong and beyond. In particular, I propose a signature pedagogy for inclusive teacher education. I also offer some suggestions for future research by drawing upon the methodological strengths and limitations of the study.

## *Acknowledgements*

As I am about to conclude the thesis, I thank in particular:

- Dr Kristine Black-Hawkins, for allowing me to 'stand on her shoulders' along this challenging yet ultimately beautiful journey. I have very fond memories of my time in Cambridge with Kristine. I am forever grateful to her for helping foster my love for researching and 'doing' inclusion;
- the six case study teachers at the centre of my study, for inspiring me to be a better teacher, and a more inclusive researcher. I learnt an immense amount from them;
- my loving family and supportive friends, for encouraging me to keep going; and
- the Jardine Foundation, for funding the study.

Abstract.....	3
Acknowledgements.....	4
List of Figures.....	7
List of Tables.....	9
List of Appendices.....	10
List of Abbreviations.....	11
<b>1. Introducing the thesis.....</b>	<b>12</b>
1.1 Learning to teach.....	14
1.2 Teaching to learn.....	17
1.3 Introducing the study and research questions.....	21
1.4 Structuring the thesis.....	24
<b>2. Setting the scene.....</b>	<b>27</b>
2.1 Introducing Hong Kong.....	30
2.2 Contextualising education.....	32
2.3 Approaching teacher education.....	37
<b>3. Reading inclusive pedagogy.....</b>	<b>41</b>
3.1 Understanding the landscape of inclusive education.....	44
3.1.1 Localising quality school education in Hong Kong.....	46
3.1.2 Promoting a Whole School Approach to Integrated Education.....	48
3.2 Questing for a pedagogy for all learners.....	51
3.2.1 Synthesising some general principles of teaching.....	52
3.2.2 Developing inclusive pedagogy in context.....	58
3.2.3 Tapping into teachers' craft knowledge of their inclusive practices.....	62
3.3 Paving the way.....	67
<b>4. Researching inclusive pedagogy.....</b>	<b>74</b>
4.1 Theorising inclusive pedagogy.....	76
4.2 Sampling inclusive pedagogy.....	80
4.2.1 Identifying the teachers.....	80
4.2.2 Representing the school population.....	83
4.3 Capturing inclusive pedagogy.....	84
4.3.1 Ethically speaking.....	86
4.3.2 Methodologically speaking.....	87
4.3.2.1 Lesson observation.....	89
4.3.2.2 Teachers' written reflection.....	92
4.3.2.3 Interview.....	93
4.3.3 Practically speaking.....	97
4.4 Making sense of inclusive pedagogy.....	100
<b>5. Presenting and discussing the case studies.....</b>	<b>108</b>
5.1 Yvonne Chung.....	113
5.1.1 'I depended a lot on my colleagues' – Working with other teachers.....	113
5.1.2 'They know more than me' – Facilitating collaborative learning.....	114
5.1.3 'No kids will be left out' – Empowering all students to collaborate.....	115
5.1.4 Learning from Yvonne.....	117

5.2	Ingrid Ma.....	118
5.2.1	‘Let them think, pair, share’ – Facilitating collaborative learning.....	118
5.2.2	‘Students can test their ability’ – Engaging students to assess their own learning.....	119
5.2.3	‘To inform me what to do’ – Using formative assessment to support teaching.....	120
5.2.4	Learning from Ingrid.....	122
5.3	Peter Wan.....	123
5.3.1	‘I want to see cooperation’ – Facilitating collaborative learning.....	123
5.3.2	‘To ensure all are engaged’ – Encouraging everyone’s participation.....	125
5.3.3	‘See things from their point of view’ – Respecting students’ perspectives.....	125
5.3.4	Learning from Peter .....	127
5.4	Moses Tan.....	128
5.4.1	‘It is important I make students laugh’ – Understanding students’ perspectives.....	129
5.4.2	‘Something that they can connect’ – Designing engaging learning experiences .....	130
5.4.3	‘Weaker readers need more guidance’ – Scaffolding learning for all students.....	131
5.4.4	Learning from Moses.....	133
5.5	Helen Shum.....	134
5.5.1	‘Let’s see who hasn’t spoken today’ – Encouraging everyone’s participation .....	134
5.5.2	‘Find things that would interest them’ – Designing engaging learning experiences.....	135
5.5.3	‘At their own pace first’ – Supporting the different rates at which students learn.....	136
5.5.4	Learning from Helen.....	138
5.6	Lily Poon .....	139
5.6.1	‘Finding ways to break through their limits’ – Growing learning capacity .....	139
5.6.2	‘I have taught them...’ – Scaffolding learning for achievement.....	141
5.6.3	‘Know their likes and dislikes’ – Developing students’ interests in learning .....	143
5.6.4	‘Give them a sense of achievement’ – Improving students’ confidence in learning.....	144
5.6.5	Learning from Lily.....	146
<b>6.</b>	<b>Learning from all teachers .....</b>	<b>147</b>
6.1	Answering the research questions .....	151
6.1.1	RQ1. What do teachers do in practice to support everyone’s learning?.....	152
6.1.2	RQ2. What do teachers believe about teaching a diversity of learners?.....	156
6.2	Deconstructing inclusive pedagogy .....	161
6.2.1	The collective inclusive pedagogy .....	162
6.2.1.1	Between teachers .....	162
6.2.1.2	Between the teacher and learners .....	163
6.2.1.3	Between learners .....	165
6.2.1.4	Within individual learners.....	167
6.2.2	The growing inclusive pedagogy.....	170
<b>7.</b>	<b>Concluding the thesis – Celebrating differences.....</b>	<b>174</b>
7.1	Summarising the key findings.....	177
7.2	Making recommendations for policy and practice.....	182
7.2.1	Conceptualising inclusive pedagogy.....	182
7.2.2	Proposing a signature pedagogy for inclusive teacher education.....	184
7.3	Evaluating the methodology .....	189
7.4	Developing further research.....	194
	<b>References .....</b>	<b>198</b>
	<b>Appendices .....</b>	<b>218</b>

## List of Figures

Figure 1.1 Problems of using mixed-code .....	18
Figure 2.1 The local education curricula – Learning goals .....	35
Figure 3.1 Defining quality school education in Hong Kong .....	47
Figure 3.2 Piloting the WSA – Additional resources to the participating schools .....	49
Figure 3.3 Components of ‘great teaching’ and principles for ‘effective pedagogy’ .....	53
Figure 3.4 ‘Inclusive pedagogy’ and indicators for developing ‘inclusive classrooms’ .....	54
Figure 3.5 Pedagogy as ideas .....	59
Figure 3.6 Inclusive pedagogy as ideas – The Hong Kong case .....	60
Figure 3.7 Developing inclusive pedagogy – Some starting questions .....	66
Figure 3.8 Developing inclusive pedagogy – Three underlying elements .....	72
Figure 4.1 Tracing back within the research paradigm .....	76
Figure 4.2 Key assumptions about inclusive pedagogy underpinning study .....	78
Figure 4.3 Data collection framework .....	89
Figure 4.4 Observation schedule (Extract; Y-Obs <sup>1</sup> ) .....	91
Figure 4.5 Post-observation reflection – Self-identified inclusive practices .....	93
Figure 4.6 Interview protocol for stimulated recall discussion .....	96
Figure 4.7 The research questions and intellectual goals underpinning analysis .....	101
Figure 4.8 Key questions guiding open coding of each case study .....	105
Figure 4.9 Axial coding through the coding paradigm model – Helen Shum .....	106
Figure 5.1 Presenting inclusive doing and believing as a dialectical construct .....	110
Figure 5.2 Framing each case study .....	112
Figure 5.3 Sources of evidence collected and their abbreviations .....	112
Figure 5.4 Metaphor elicitation and reflection activity – Yvonne’s responses (Y-Ref <sup>1</sup> ) .....	113
Figure 5.5 Socratic Circle – Classroom setting (Y-Obs <sup>1</sup> ) .....	115
Figure 5.6 Socratic Circle – Asking questions (Extract; Y-Ref <sup>1</sup> ) .....	116
Figure 5.7 Socratic Circle – Peer evaluation form (Extract; Y-Ref <sup>1</sup> ) .....	116
Figure 5.8 Understanding inclusive pedagogy in context – Learning from Yvonne .....	117
Figure 5.9 Metaphor elicitation and reflection activity – Ingrid responses (I-Ref <sup>1</sup> ) .....	118
Figure 5.10 Show and Tell – Self-reflection (Extract; I-Obs <sup>2</sup> ) .....	120
Figure 5.11 Understanding inclusive pedagogy in context – Learning from Ingrid .....	122
Figure 5.12 Metaphor elicitation and reflection activity – Peter’s responses (P-Ref <sup>1</sup> ) ..	123
Figure 5.13 The 2-5-8 Menu (Extract; P-Obs <sup>1</sup> ) .....	124
Figure 5.14 Understanding inclusive pedagogy in context – Learning from Peter .....	127
Figure 5.15 Metaphor elicitation and reflection activity – Moses’ responses (M-Ref <sup>1</sup> ) ..	128
Figure 5.16 Letter of complaint (Extract; M-Obs <sup>1</sup> ) .....	129
Figure 5.17 Literature Circle (M-Obs <sup>3</sup> ) .....	130
Figure 5.18 Literature Circle – Connector (Extract; M-Obs <sup>3</sup> ) .....	131
Figure 5.19 The Giver – Guided reading questions (Extract; M-Obs <sup>2</sup> ) .....	132
Figure 5.20 Understanding inclusive pedagogy in context – Learning from Moses .....	133
Figure 5.21 Metaphor elicitation and reflection activity – Helen’s responses (H-Ref <sup>1</sup> ) ..	134
Figure 5.22 English language policy (Extract; H-Intw) .....	135

Figure 5.23 Understanding inclusive pedagogy in context – Learning from Helen.....	138
Figure 5.24 Metaphor elicitation and reflection activity – Lily’s responses (L-Ref <sup>A1</sup> )....	139
Figure 5.25 Learning to learn – Affective strategies (Extract; L-Intw <sup>A</sup> ).....	140
Figure 5.26 Self-identified good practices – Lily (Extracts; <b>emphasis</b> added) .....	141
Figure 5.27 Story planner (L-Obs <sup>A2</sup> ).....	142
Figure 5.28 English reading project (Extract; L-Obs <sup>A1</sup> ) .....	143
Figure 5.29 Metaphor elicitation and reflection activity – Lily’s responses (L-Ref <sup>B3</sup> )....	143
Figure 5.30 Self-identified good practices – Lily (Extracts; <b>emphasis</b> added) .....	145
Figure 5.31 Understanding inclusive pedagogy in context – Learning from Lily .....	146
Figure 6.1 Kaleidoscope Conference 2018.....	149
Figure 6.2 Inclusive pedagogy in context – Learning from all teachers .....	150
Figure 6.3 Theorising inclusive pedagogy – Some starting points .....	151
Figure 6.4 What did the teachers do in practice to support everyone’s learning?.....	152
Figure 6.5 What do the teachers believe about teaching the diversity of learners?.....	156
Figure 6.6 Self-identified good practices – Moses (Extracts) .....	164
Figure 6.7 English Learning Companion (Extract; H-Intw).....	169
Figure 6.8 The collective inclusive pedagogy .....	170
Figure 7.1 Synthesising the key findings .....	178
Figure 7.2 Developing collective inclusive pedagogy – Some starting questions.....	187
Figure 7.3 Improving the data collection framework.....	193

## *List of Tables*

Table 1.1 Hong Kong Diploma of Secondary Education Examination – Statistics.....	16
Table 1.2 Conceptualising inclusive pedagogy .....	20
Table 2.1 An overview of the education system in Hong Kong.....	32
Table 2.2 Types of primary and secondary schools in Hong Kong.....	34
Table 2.3 Teacher professional development framework on integrated education .....	38
Table 2.4 Professional standards for teachers and principals of Hong Kong.....	39
Table 3.1 Inclusion criteria for literature search .....	42
Table 3.2 Towards inclusion in education – Six recommended actions.....	46
Table 3.3 Students enrolment in mainstream primary and secondary schools.....	50
Table 3.4 Synthesising general principles of teaching – Some enabling factors .....	56
Table 3.5 Synthesising general principles of teaching – The act of teaching.....	57
Table 3.6 Interdependent and independent conceptions of the self .....	62
Table 3.7 Teachers’ craft knowledge of their inclusive practices in context.....	63
Table 3.8 Hong Kong Certificate of Education Examination – Statistics .....	64
Table 3.9 Newly admitted pupils from the mainland (Primary education) – Statistics....	68
Table 3.10 Developing inclusive pedagogy – Some starting questions, and why .....	70
Table 4.1 Indicators for Teaching Excellence vs. Indicators for Inclusion .....	81
Table 4.2 Teachers presented with the CEATE from 2003/2004 to 2014/2015 .....	82
Table 4.3 Identifying the teachers (Anonymised).....	83
Table 4.4 Key values underpinning inclusive research .....	86
Table 4.5 Lesson observations – Major objectives .....	90
Table 4.6 Interview schedule – Prompt-2 (Extract; Y-Intw).....	95
Table 4.7 Interview – The teachers’ language choices .....	97
Table 4.8 Making sense of Nike’s self-identified inclusive practices .....	98
Table 4.9 Rephrasing the interview questions – Some examples.....	99
Table 4.10 Index of data sources .....	103
Table 4.11 Deriving a priori codes from Yvonne’s self-identified inclusive practices....	104
Table 7.1 Conceptualising the collective inclusive pedagogy .....	183

## *List of Appendices*

Appendix 1 Letter of introduction .....	219
Appendix 2 Participant information and consent.....	221
Appendix 3 An email conversation regarding research dissemination.....	226
Appendix 4 Observation schedule.....	227
Appendix 5 Post-observation reflection .....	229
Appendix 6 Interview schedule.....	233
Appendix 7 Interview schedule – Prompt-2 (Helen) .....	234
Appendix 8 Transcription of data sources (Helen) .....	237
Appendix 9 Deriving a priori codes from Helen’s self-identified inclusive practices .....	301
Appendix 10 Exploring links between open codes – An illustration (Helen) .....	304
Appendix 11 Exploring core categories based on conceptual density (Helen) .....	305
Appendix 12 Locating extra supportive information to elaborate on the case (Helen). .....	306

### *List of Abbreviations*

<b>BAT</b>	Basic, Advanced, and Thematic courses (on catering for students with special educational needs)
<b>CDC</b>	Curriculum Development Council
<b>CEATE</b>	Chief Executive's Award for Teaching Excellence
<b>CHC</b>	Confucian-heritage Culture
<b>COTAP</b>	Committee on Professional Development of Teachers and Principals
<b>DSS</b>	Direct Subsidy Scheme
<b>EC</b>	Education Commission
<b>ECR7</b>	Education Commission Report Number 7
<b>EDB</b>	Education Bureau
<b>HKCEE</b>	Hong Kong Certificate of Education Examination
<b>HKDSE</b>	Hong Kong Diploma of Secondary Education Examination
<b>HKSAR</b>	Hong Kong Special Administrative Region
<b>JUPAS</b>	Joint University Programmes Admissions System
<b>KLAs</b>	Key Learning Areas
<b>SENCO</b>	Special Educational Needs Coordinator
<b>TLRP</b>	Teaching and Learning Research Programme
<b>WSA</b>	Whole School Approach to Integrated Education

# **1. Introducing the thesis**

*“Passion for your work is a little bit of discovery,  
followed by a lot of development...”  
(Duckworth, 2016, p. 103)*

I have a consuming ‘passion’ for exploring inclusive pedagogy. The purpose of this chapter is to introduce my ‘discovery’ and ‘development’ of this passion. This chapter is divided into four sections. In Section 1.1, I reflect on the research I undertook with three teachers in Hong Kong during my MPhil study. Our overall goal was to understand the conceptualisation and realisation of an inclusive curriculum – one that is ‘flexible, relevant, and adjustable to the diverse characteristics and needs’ of all learners (Operti & Brady, 2011, p. 462). In Section 1.2, I go on to describe how this preliminary research about inclusive pedagogy had influenced my own professional experiences as an early career secondary school teacher in Hong Kong. In particular, I discuss the key strategies I used to develop more inclusive practices in the English language classroom. I also highlight the major contextual challenges I faced within the sociocultural opportunities and constraints of the local school context. In Section 1.3, I introduce the two research questions that have shaped this thesis. I explain why I am interested in exploring what teachers do in practice to support everyone’s learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). Furthermore, I offer an overview of the methodological approach I took in the thesis to address these two questions. Finally, in Section 1.4, I provide an outline of how the thesis is structured.

## **1.1 Learning to teach**

During my MPhil study in 2010, I conducted in Hong Kong a case study of the publicly-funded *Initiation Programme*. It was a full-time school curriculum specifically designed for newly-arrived children from mainland China. In the main part of the empirical work, I explored how three English language teachers – Beatrice, Daisy, and Tony – supported everyone’s learning through their ‘everyday pedagogy of teaching’ (Rix & Sheehy, 2014, p. 459). My research questions were:

**1. What is an inclusive English language curriculum?**

**2. How do teachers realise this curriculum in the classroom?**

Through this brief exploratory study, I came to understand better the complexity of classroom teaching, alongside some difficult dilemmas that schoolteachers commonly faced in Hong Kong. For example, all three teachers found it unrealistic to implement the English-only language policy as proposed by our local authority (Curriculum Development Council, 1999). This was because most of their students, if not all, demonstrated very limited proficiency in the target language. To support everyone’s learning, therefore, the teachers frequently drew upon the trilingual resources shared between themselves and all learners (which were, the spoken dialect of Cantonese, Putonghua, and English; explained further in Chapter 2).

While working with the three teachers, I felt strongly that greater consideration was needed to recognise their efforts in facilitating greater inclusion, alongside the tacit ‘wisdom of practice’ (Shulman, 2004, p.249) embedded in their day-to-day work of teaching the diversity of learners. I argued in the thesis that there could be a ‘mismatch’ (Kershner, 2014, p.843) between what the teachers did to realise an inclusive curriculum, and some particular views about pedagogy (for example, and as was illustrated, the prescription of linguistic purism in second language education). In the concluding chapter, I wrote:

*In response to the growing diversity of students in the inclusive classroom, it is crucial to construct, first and foremost, a cultural model of inclusion, with an aim to develop [an] indigenous analytical lens for the better understanding of inclusive teaching and learning happening within the cultural context (Li, 2010, p. 63).*

It is only until more recently have I realised what I would like to propose then was the use of a sociocultural lens (de Valenzuela, 2007) to understand teachers' inclusive practices. I agree with McIntyre (2009) that making sense of teaching requires an 'open and exploratory approach based on a deep respect for the work that teachers do' (p.608). Nonetheless, I was unclear about how this could be achieved.

I returned to Hong Kong with this unsettled question having emerged from my own study (articulated as 'implications for future research'). Since then, I have taught English as a second language at two secondary schools. Perhaps owing to my education and interest in inclusive education (or, indeed, my inexperience in teaching), I was usually assigned to teach the R(emedial) classes. It may be more helpful to explain that most of my students were amongst the lowest achievers in school. In contrast, children at the other end of the 'ability' spectrum were often placed in the X classes: a label that constantly reminded them of how 'eXcellent' they were (or at least, supposed to be), when compared with their peers. I was dissatisfied with this terminology. I also wondered whether this organisational strategy would help promote the discourse of inclusion, or quite the opposite, reinforce the differences between learners, and the bell-curve thinking about their 'ability' (Hart et al., 2004). As noted by Black-Hawkins & Florian (2012), 'too many practices in schools are called "inclusive" when in fact they serve only to reproduce the problems they set out to solve' (p.568). I felt that most of my students were very commonly regarded as the group 'without-hope' (Gillborn & Youdell, 2000, p.134). They were constantly at risk of marginalisation.

Amid these pedagogical givens in school, one of my biggest day-to-day professional challenges was to reinforce for all children the importance of adopting a growth mindset (Dweck, 2012). I needed to convince everyone that 'ability' was not carved in stone, and that it was always possible to grow achievement through efforts. As the Confucian saying goes, with diligence, everyone can grind an iron bar into a needle; this is despite their prior attainments, or whatever learning needs with which they were/are/will be identified. In the recent context of Hong Kong, some examples of students' categorical learning needs are: NAC (newly-arrived children), NCS (non-Chinese speaking), and the more general SEN (special educational needs), which includes SpLD (specific learning difficulties), ID (intellectual disability), ASD (autistic spectrum disorders), AD/HD (attention deficit/hyperactivity disorder), PD (physical disability), VI (visual

impairment), HI (hearing impairment), and SLI (speech and language impairment). While working as a newly qualified teacher, I was often confused about how these increasing 'labels of defectiveness' (Slee, 2011, p.ix) might inform my day-to-day teaching.

Another key challenge that I faced was to prepare all senior year students for the Hong Kong Diploma of Education Examination (HKDSE), the *de facto* university admission test (equivalent to the Advanced Level examinations in the UK). On the one hand, I was expected by the principal, parents, and students to adopt as far as possible a 'pedagogy of examinations' (Pong & Chow, 2002, p. 139). This was partly due to the widespread cultural belief that success is largely attributed to effort and strategies (Phillipson, 2007). On the other hand, however, I was well aware that not all students would eventually 'survive' the very competitive HKDSE. In principle, this examination was designed for the selection of some (less than 40% of the test takers overall), rather than the achievement for all (see Table 1.1).

*Table 1.1 Hong Kong Diploma of Secondary Education Examination – Statistics*

<b>Year</b>	<b>Total candidates</b>	<b>Candidates satisfying the entrance requirements for local undergraduate degree programmes (%)</b>
2018	57,649	21,603 (37.5)
2017	60,349	21,593 (35.8)
2016	66,874	24,557 (36.7)
2015	72,859	25,782 (35.4)
2014	78,400	27,971 (35.7)

(Hong Kong Examinations and Assessment Authority, 2020a)

## 1.2 Teaching to learn

In the first few years of my teaching, I always considered what I had learnt from Beatrice, Daisy, and Tony about planning and implementing an inclusive curriculum. From time to time, I would refer to the teachers' individual repertoires of strategies, and reflect on the extent to which these might be transferred to my own pedagogical settings. One reason was that my classroom experience was still very limited. Also, our learners were somewhat similar; most of them were children with relatively limited English proficiency.

However, this approach to developing more inclusive practices was not always straightforward. First, I had assumed that everyone with the same 'ability' labels would learn in similar ways. This was certainly not the case. Although my students shared some common characteristics with those taught by the three teachers (for example, that they both needed strong support in learning English as a second language), they were different in terms of many other respects (their prior experiences, learning preferences, as well as beliefs and attitudes about language learning, to name but a few). Second, my opportunities and constraints in school were quite distinct from those faced by the three teachers (in terms of, for example, class size, teaching and learning resources, as well as the principal and parents' expectations). Given these differences, I found it hard to 'practicalise' (Tsui, 2009, p. 429) my knowledge about teaching a diversity of learners. While drawing upon the 'wisdom of practice' (Shulman, 2004, p. 249) from Beatrice, Daisy, and Tony, the question I most frequently asked myself was: What strategies help to support the learning of all children *here*, in my own classroom?

Gradually, I realised that the inclusive practices of other teachers would not offer me any easy answers or quick-fix solutions to teaching the diversity of learners I encountered. It was because 'good practice will be different in important respects in different cultural contexts, for different purposes, for different learners, [and] under different conditions' (Hagger & McIntyre, 2006, p. 36). According to Alexander (2009), 'pedagogy has its core ideas about learners, learning and teaching, and these are shaped and modified by context, policy and culture' (p.929).

Indeed, the many pedagogical decisions I made in the classroom were shaped not only by the wider policy and culture, but also by my personal values and beliefs. For example, I was convinced that children learn best when they are offered a language-rich

environment, where everyone is enabled to communicate in the target language. This ideology of full immersion (Lin & Man, 2009) was grounded in my knowledge of second language acquisition, my experience as a second language learner myself in Hong Kong, as well as the hypothesis made by our local authority (that using mix-code in context is problematic; see Figure 1.1). In relation to this, I decided not to draw upon the trilingual mixed-code strategy as demonstrated by Beatrice, Daisy, and Tony. Rather, I used English at all times.

#### **Problems of using mixed-code**

Some teachers may feel, considering the learners' proficiency and attitudes, that they want to use mixed-code. However, there are certain disadvantages of using mixed-code in English lessons, such as:

- learners are not given a good model of language use when teachers use Chinese words or phrases during their English discourse;
- learners lose the benefit of exposure to and use of English;
- learners switch off when they hear English since they know that the Chinese translation will follow; and
- valuable class time is waste on translation and repetition.

Using mixed-code therefore causes problems and learners will not be able to learn effectively.

(Curriculum Development Council, 1999, p. 38)

*Figure 1.1 Problems of using mixed-code*

Whilst I was teaching and learning in context, many of my developing inclusive practices were different from those demonstrated by other teachers. And yet, it was based on this variability in our 'doing', 'knowing', and 'believing' (Rouse, 2006) was I able to develop further my theoretical understanding of inclusive pedagogy. I was offered some very useful starting points for scrutinising the multiple realities of how teachers support everyone's learning in practice. Thinking metaphorically, learning from other teachers was like standing on the shoulders of giants. It was the same metaphor used by Robert K. Merton, the sociologist, when he explains the concept of knowledge transfer in the field of science. As Sennett (2009) notes,

*...by that he [Merton] meant two things: first, that the work of great scientists [in my case, teachers] sets the terms of reference, the orbits, within which lesser standard (sic) scientists [for example, myself, and other newly qualified teachers] revolve; and*

*second, that knowledge is additive and accumulative; it builds up in time as people stand on the giants' shoulders, like those human pillars in the circus (p.79).*

Unlike Merton, however, I do not consider any teachers as 'great' nor 'lesser standard'. In the first place, the term 'standard' implies judgements. I am not convinced that anyone else is in a better position than teachers themselves to reflect on their pedagogy. In addition, I am aware that any standardisation of teaching will certainly undermine the diversity and individuality of what all teachers do; it does not serve to recognise the distinctive professional craft knowledge (Hagger & McIntyre, 2006) that teachers develop on the job through processes of reflection and problem-solving.

I have always wanted to learn from more teachers about their inclusive pedagogy. I am interested in what they do in practice, day in and day out, to facilitate greater inclusion, and why. In Table 1.2, I refer to Booth & Ainscow's (2002) notion of inclusion. I consider its implications for understanding inclusive pedagogy as teachers give meaning (Florian, 2009) to the concept. Based on this analytical lens, alongside my research and teaching experiences, I argue that developing inclusive pedagogy concerns an 'unending process of increasing learning and participation for all children' (*cf.* Table 1.2). Over the years, I have come to the view that our capacity for teaching a diversity of learners is not fixed; it can always be strengthened as we 'do' inclusion. This is also the reason why I have named this section 'Teaching to learn'. I strongly believe that through collaborating with other teachers – 'like those human pillars in the circus' (Sennett, *op. cit.*, p.79) – we can always gain better insights into developing more inclusive practices.

Table 1.2 Conceptualising inclusive pedagogy

<b>Conceptualising inclusion</b> (Booth & Ainscow, 2002)	<b>Implications for conceptualising inclusive pedagogy</b>
Inclusion is an unending process of increasing learning and participation for all students	<i>Inclusive pedagogy</i> concerns what teachers do to give meaning (Florian, 2009) to the unending process of increasing learning and participation for all students
Inclusion is an ideal to which schools can aspire but which is never fully reached	<i>Inclusive pedagogy</i> is an ideal to which teachers can aspire but which is never fully reached
Inclusion happens as soon as the process of increasing participation is started	<i>Inclusive pedagogy</i> develops as soon as the process of increasing participation is started

### **1.3 Introducing the study and research questions**

This study aims to support everyone's learning – my own, other teachers, and through our developing understanding of inclusive pedagogy, all children. To achieve this, I researched with six teachers in Hong Kong about their inclusive practices. Over a period of nine months, I placed myself within the context of these teachers, from where I had the opportunities to observe their lessons, reflect with them on their teaching, and discuss their inclusive pedagogy in detail. Their stories became the case studies of Yvonne, Ingrid, Peter, Moses, Helen and Lily (the details of which are discussed in Chapter 5, *Presenting and discussing the case studies*).

I chose to work with these six teachers for the following reasons. First, all of them were award-winning teachers; their teaching had been recognised as excellent by the local authority. Since I was keen to examine what teachers do in practice to support the learning of all children, I needed to identify classrooms where this was likely to take place. Second, all six teachers taught English as a second language, thus providing a professional context and curriculum with which I was familiar. I particularly wanted to scrutinise and develop further my theoretical understanding of inclusive pedagogy in English language education, not least from within the local school context of Hong Kong (see Chapter 2 for further discussion). Based on the 'proximity to reality that [each of] the case study entails, and the learning process that it generates for [me as] the researcher' (Flyvbjerg, 2004, p.429), I set out to address two research questions:

**RQ1. What do teachers do in practice to support everyone's learning?**

**RQ2. What do teachers believe about teaching a diversity of learners?**

The main purpose of these two questions is to examine the multiple realities of inclusive pedagogy, in terms of what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). I do not confine the concept of inclusive pedagogy here to supporting the categorical learning needs of some children, although I am aware that this has been a key focus of the inclusive education policy in Hong Kong (discussed in Chapter 2 and Chapter 3). As already mentioned in Section 1.1, I am not convinced that such discourse serves to facilitate greater inclusion in school. I have also found the increasing use of 'special educational needs' labels confusing. In my MPhil thesis, I proposed using a sociocultural lens to understand teachers' inclusive

pedagogy. I agree with Florian & Kershner (2009) that doing so requires a shift in perspective to which:

*...inclusive pedagogy is best seen as a strategic process which centrally focuses on supporting the processes of children's learning, motivation and social interaction, rather than primarily on identifying special needs, differentiating work and providing additional resources and support (ibid., p.178, emphasis mine).*

By considering what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2), I bring together in this thesis their inclusive *doing* and *believing*. I examine the nature of the relationship between these two elements (for example, the extent to which they inform one another), and consider how far their connection might contribute to understanding the variability in teachers' inclusive pedagogy in action. Earlier on as I reflected on working as a newly qualified teacher in Hong Kong (Section 1.2), I explained my pedagogical decision not to borrow from elsewhere the idea of mixed-code teaching. As was illustrated, it is crucial to examine not only *what* teachers do to support everyone's learning, but also the beliefs that underpin their decision-making (*why*). I agree with Hagger & McIntyre (2006) that learning teaching from teachers requires 'studying not simply what successful teachers do in classrooms, but also the thinking underlying it' (p.28). This supports Alexander's (2009) notion of pedagogy as involving 'the observable act of teaching together with its attendant discourse of educational theories, values, evidence and justification' (p.5).

One implication arising from my MPhil study was that the further understanding of inclusive pedagogy would require an 'open and exploratory approach based on a deep respect for the work that teachers do' (McIntyre, 2009, p.608). This thesis is part of such an effort. Throughout the study, I have aimed to reveal and celebrate the variability in teachers' inclusive practices. For example, while working with the case study teachers, I sought to carry out as far as possible an inclusive research approach (Nind, 2014b). I was careful to ensure that the research problem must be one that was owned by the participants (Walmsley & Johnson, 2003). Where possible, I also gave the teachers some control over the processes and outcomes of our exploration. Besides, while writing about our case studies, I considered different presentation strategies so as to more accurately reflect the 'worldview' (Hall, 2014, p.381) of the teachers. These methodological

considerations, which are embedded throughout the research process, are explained in Chapter 4. In addition, Chapter 7 offers some reflections on the challenges of maintaining an inclusive research approach in the study, and a recognition of the gap between my aspirations and what was achievable.

#### **1.4 Structuring the thesis**

Following on from this prelude to the thesis, I introduce the context of my research in Chapter 2, *Setting the scene*. The overall purpose of this chapter is to provide some background about the history and current development of the education system in Hong Kong. In so doing, I present the 'backstage' (Flyvbjerg, 2004, p. 431) of the six case studies, where my interest in and understanding of teachers' inclusive pedagogy have developed. This chapter is divided into three sections. In Section 2.1, I describe the demographics of Hong Kong. I also offer a brief introduction to the city's historical and political contexts. In Section 2.2, I present an overview of the Hong Kong education system. I discuss policy and practice in the early years, primary, secondary, and higher education settings. In Section 2.3, I consider the government's existing approach to teacher education. I offer a brief overview of the initial teacher education programmes leading to qualified teacher status in Hong Kong. I also highlight the continuing professional development opportunities available for in-service teachers.

In Chapter 3, I consider what I have learnt from *Reading inclusive pedagogy*. I consolidate the theoretical basis from which the study has emerged. This chapter is divided into three main sections. In Section 3.1, I examine the quality education movement in Hong Kong and, in particular, the inclusive education policy titled a Whole School Approach to Integrated Education. Against this contextual backdrop, I explore the challenges that many local schoolteachers face when they seek to support the learning of all children. This enables me to make explicit the theoretical justification for researching inclusively with the six case study teachers (Black-Hawkins & Amrhein, 2014). That is, to further *their* interests, among other purposes. In Section 3.2, I examine the notion of inclusive pedagogy based on the reading I undertook to develop my conceptual understanding. First, drawing on research evidence, I synthesise some general principles of teaching. This is to obtain insights into how teachers might develop more inclusive practices through drawing upon their existing pedagogical knowledge and experiences. Second, I consider in detail the theoretical construct of pedagogy and, in doing so, argue that what teachers do is reflective of their wider sociocultural context. Third, I draw on the concept of teachers' professional craft knowledge. In particular, I consider its implications for understanding and facilitating teachers' inclusive practices in context. In Section 3.3, I summarise what I have learnt from reading about inclusive pedagogy. I establish the areas

of my investigation. Also, I explain the theoretical and pedagogical significance of the study. Together these have helped frame my two research questions as presented above.

Chapter 4 analyses the methodological considerations of *Researching inclusive pedagogy*. It is in four sections. In Section 4.1, I reflect on the ontological and epistemological assumptions underpinning the study. I also examine some other empirical work of exploring teachers' inclusive practices, and discuss their methodological strengths and shortcomings. In this way, this section allows me to develop further my approaches to addressing the two research questions. In Section 4.2, I explain the strategies which I used to identify the six case study teachers. I provide detailed descriptions of both the sampling criteria and processes. In doing so, I justify why I decided to work in particular with Yvonne, Ingrid, Peter, Moses, Helen and Lily. I also discuss the extent to which these teachers are able to offer *practical* insights into teaching a diversity of learners from within the school context of Hong Kong. Section 4.3 focuses on collecting evidence of inclusive pedagogy *in situ*. I consider the ethical principles of researching inclusively with teachers, and discuss how these have directed the methodology of my work. I also explain the different strategies and tools I used to gather the findings of the six case studies. In Section 4.4, I discuss my approaches to analysing the evidence. I highlight some key steps through which I drew upon the teachers' inclusive *doing* and *believing*.

The purpose of Chapter 5 concerns *Presenting and discussing the case studies*. To begin with, I discuss a common framework for presenting the findings of each case study. I consider strategies to represent as far as possible each teacher's emic perspective on 'doing' inclusion. The remainder of this chapter is divided into six sections, each of which focuses on the case study of one teacher. I begin these sections with some background information about the individual teacher, followed by some key themes in relation to understanding their inclusive pedagogy in context. To further justify my analysis, I provide contextual examples of the teacher's inclusive practices. I end each case study with a brief reflection titled *Learning from [the teacher]*. This highlights the unique insights I gained through researching with the teacher about their inclusive practices. In this way, this chapter allows me to begin to address my two research questions.

In Chapter 6, I further consider my *Learning from all teachers* by bringing together the six case studies. This chapter comprises two parts. In the first, I summarise my key findings

of researching inclusive pedagogy with the six case study teachers. I discuss in what ways these findings contribute to answering my two research questions. More specifically, I consider the evidence I collected from each case study, alongside my growing theoretical understanding of inclusive pedagogy as emerged from the literature. In the second, I explore how all the case study teachers are able to support everyone's learning in ways that are distinctive yet coherent. I propose beyond each specific context two cross-case assertions of broader applicability. First, I argue that teaching a diversity of learners is a collective responsibility to be shared between all teachers and all students. Second, and as a consequence of the first, I conceptualise inclusive pedagogy as a growing capacity. I discuss how the case study teachers, through engaging other members from within their teaching and learning communities, were able to expand continuously everyone's capacity for supporting the learning of all children.

In the final chapter, I reflect further on the study to provide a conclusion to the thesis as a whole. I summarise my main findings, and discuss the extent to which these contribute to answering my two research questions. Next, I consider the implications of the findings for policy and practice in Hong Kong, and beyond. In particular, I propose a signature pedagogy for inclusive teacher education. Finally, I offer some suggestions for future research based on the methodological strengths and limitations of the study.

## **2. Setting the scene**

In this chapter, I introduce the context of Hong Kong. This is to provide some starting points for readers to begin tapping into the 'lived experiences' (Cohen et al., 2018, p. 290) of the six case study teachers. I agree with Giddens (1982) that 'the condition of generating descriptions of social activity is being able in principle to participate in it' (p.15). I further argue that such participation is of equal importance to *understanding* the descriptions as so generated. It allows readers to empathise with the 'social actors' (Flyvbjerg, 2004, p. 429) contributing to the investigation (and in my case, the six case study teachers). Besides, by offering a nuanced view of the sociocultural context within which the study took place, this chapter enables readers, and indeed myself, to further reflect on and manage our own subjectivity (Ogden, 2012). This supports us to reduce as far as possible any bias towards verification, *viz.* the tendency to 'stamp one's pre-existing interpretations' (Diamond, 1996, p. 6) on evidence owing to unfamiliarity, or familiarity, with the context.

While writing this chapter, as well as throughout my time studying in the UK, I was aware that my understanding of the Hong Kong education system was mainly shaped by my own participation therein. Being a Hong Kong-born Chinese, I have spent in my hometown a total of 21 years as a student (from early years through to higher education), two years as a teacher, five years as a university lecturer, and six years as a researcher. While these multiple roles have allowed me to live through the education system first-hand, I do not understand much the perspective of those who 'map' (Flyvbjerg, 2004, p. 431) these experiences. By 'bringing the policy making perspective in' (Dermont et al., 2017, p. 359), this chapter represents part of my effort to fill the gap.

In Section 2.1, I introduce Hong Kong. To begin with, I describe the demographic characteristics of the population. I also discuss briefly the political system of this special administrative region of China. In Section 2.2, I present an overview of the Hong Kong education system, encompassing early years, primary, secondary, and higher education. In particular, I highlight issues that are especially relevant to my study (for example, the local inclusive education policy, the marketisation of education, the intended and assessed curricula, the negative washback of standardised assessments, and the increasing diversity of learners). Finally, in Section 2.3, I examine the nationwide approach to teacher education. I consider how teachers in Hong Kong are qualified

through initial teacher education programmes. I also discuss the different continuing professional development opportunities currently available for in-service teachers.

## 2.1 Introducing Hong Kong

Hong Kong is a coastal city located to the southeast of China. It has a total land area of 1,106 square kilometres (Information Services Department, 2019). This is bigger than New York City, but smaller than Greater London. With a population of about seven and a half million (Census and Statistics Department, 2020), Hong Kong is one of the most densely populated cities in the world. Its population density in 2018 was more than 6,700 people per square kilometre<sup>1</sup> (United Nations, 2019). According to the city's Census and Statistics Department (2017), most of this population are ethnic Chinese (92 per cent), among which one third are born outside Hong Kong. The official languages of the city are Chinese and English (Civil Service Bureau, 2018), although in the 2016 population by-census (Census and Statistics Department, 2018), less than 5 per cent of the citizens had identified the latter as their usual spoken language. Almost everyone spoke Cantonese (89 per cent), whereas some spoke Putonghua, or other Chinese dialects (5 per cent).

Hong Kong was a British colony. It became a special administrative region of the People's Republic of China in July 1997. Under the guiding principle of 'One Country, Two Systems' (Constitutional and Mainland Affairs Bureau, 2020), the Chinese Central Government has promised to grant the Hong Kong Special Administrative Region (HKSAR) a high degree of autonomy. According to the Basic Law, which is the constitutional document of the HKSAR, the city shall enjoy its own executive, legislative, and independent judicial power. The head of government of the HKSAR is a chief executive, who is chosen by a local election committee of 1,200 people (Electoral Affairs Commission, 2019). They account for roughly 6 per cent of the electorate. The chief executive works with 13 ministerial departments to put government policy into practice (Government of the Hong Kong Special Administrative Region, 2019).

At the time of the study, Hong Kong has witnessed months of social unrest and anti-government demonstrations. These began in June 2019, when a majority of the public demanded the withdrawal of the government's extradition bill (which would have allowed the transfer of fugitives to mainland China). Although the bill was eventually withdrawn, it has evoked fear that Beijing is gradually eroding the city's autonomy (see,

---

<sup>1</sup> According to the Greater London Authority (2018), the population density of the City of London in 2018 was around 2,400 people per square kilometre.

for example, Qin, 2020; Wong, 2020; Yu et al., 2020 for recent news coverage and commentary).

## 2.2 Contextualising education

In 2018-19, the government of the HKSAR spent about HK\$108 billion (£10.8 billion) on Education (Education Bureau, 2020). This made up 20 per cent of total government expenditure, and 3.8 per cent of the city’s Gross Domestic Product. The Education Bureau (EDB) is the local authority that formulates, develops, and reviews educational policies, programmes and legislation from within the HKSAR (Education Bureau, 2016). It also oversees the effective implementation of educational programmes from early years to higher education (see Table 2.1 for a brief overview). This is a similar role to England’s Office for Standards in Education, Children’s Services and Skills (Ofsted).

*Table 2.1 An overview of the education system in Hong Kong*

	<b>Early Years</b>	<b>Primary</b>	<b>Secondary</b>	<b>Higher Education</b>
<i>Typical age range</i>	3 to 5	6 to 11	12 to 17	18 or above
<i>Years of schooling</i>	3 (K1 to K3)	6 (P1 to P6)	6 (S1 to S6)	4 or more
<i>Student population</i>	~100% of the age cohort	100% of the age cohort	100% of the age cohort	~80% of the age cohort
<i>Schools</i>	~1030	541*	472*	22

\* excluding international schools and special schools  
(Information Services Department, 2019)

Most children in Hong Kong start school at the age of three. Although early years education is not compulsory within the local policy context, the proportion of infants aged three to five attending kindergartens (K1 to K3) is almost 100 per cent (Information Services Department, 2019). All kindergartens in Hong Kong are privately run. They are either non-profit-making kindergartens (sponsored by voluntary agencies), or private independent kindergarten (operated by private enterprises). According to the Education Bureau (2019b), the principal aims of kindergarten education in Hong Kong are:

*...to nurture children to attain all-round development in the domains of ethics, intellect, physique, social skills and aesthetics; to develop good habits so as to prepare them for life; and to stimulate children’s interest in learning and cultivate in them positive learning attitudes, in order to lay the foundation for their future learning (ibid., l. 4).*

All children in Hong Kong are entitled to receive six years of free primary education (P1 to P6), followed by another six years of free secondary education (S1 to S6). This is offered by public-sector schools, which comprise government schools (operated directly by the government), aided schools (mostly run by religious or charitable organisations), and special schools (which receive extra subsidy from the government for paramedical, social work, nursing, and, if applicable, residential care staff). According to the Education Bureau (2018c), special education in Hong Kong aims to 'provide children having special educational needs with education services to help them develop their potential to the full, achieve as much independence as they are capable of, and become well-adjusted individuals in the community' (para. 1). Under the policy of a Whole School Approach to Integrated Education (Education Bureau, 2014), some children identified with special educational needs 'may attend ordinary schools where they can learn with their peers for the full benefits of education' (p.1). This 'dual track mode in implementing special education' (Audit Commission, 2018, p. 1) is discussed in Section 3.1.

Some other schools in Hong Kong can charge school fees. These comprise Direct Subsidy Scheme (DSS) schools (discussed further in Section 4.2.2), private schools, and international schools offering non-local curricula (see Table 2.2 for an overview of the different types of schools in Hong Kong). According to Chan & Gurung (2018), a family could spend up to HK\$2.7 million (£270,000) for their child to complete 12 years of education at a private-sector school in Hong Kong. Given the 'user pays principle' (Zhou et al., 2015, p. 627), many of these schools are able to continuously enhance teaching and learning facilities, increase teacher numbers, reduce class sizes, and offer overseas learning experiences (Tse, 2008). Wong & Kwan (2019) argue that while most school choice schemes in the West, such as independent schools in Sweden, and charter schools in the US, aim at providing disadvantaged children free or subsidised basic education, private-sector schools in Hong Kong – as an alternative to public education – seem to be 'an option exclusively available to students of relatively advantaged social background' (p.336). It is worth noting that all private-sector schools in Hong Kong enjoy the privilege to set their own student admissions criteria, and to 'select' (Tse, 2008, p. 642) children territory-wide on a discretionary basis. On the contrary, public-sector schools can only admit pupils from within their catchment areas, and on a semi-random basis through the centralised school places allocation systems (Education Bureau, 2012).

Table 2.2 Types of primary and secondary schools in Hong Kong

	Public-sector Schools		Private-sector Schools		
	Government/ Aided	Special	Private	Direct Subsidy Scheme (DSS)	International
<i>Schools (%)</i>	848 (75.2)	60(5.3)	84 (7.4)	81 (7.2)	55 (4.9)
<i>Student population (%)</i>	557,316 (76)	9,000 (1)	48,771 (7)	71,770 (10)	44,900 (6)

(Information Services Department, 2019)

All public-sector schools in Hong Kong offer the local education curricula as recommended by the Curriculum Development Council (CDC), a free-standing advisory body appointed by the chief executive (Curriculum Development Council, 2016). Members of the CDC include school principals, teachers, parents, employers, scholars, professionals of related sectors, representatives of the Hong Kong Examination and Assessment Authority, and the Education Bureau. At present, students from P1 to P6 follow the Basic Education Curriculum (Curriculum Development Council, 2014), whereas those from S1 to S6 follow the Secondary Education Curriculum (Curriculum Development Council, 2017b). Each of these intended curricula is underpinned by seven learning goals, which help define ‘what is worth learning’ (Curriculum Development Council, 2001, p. 18) within the sociocultural context of Hong Kong (summarised in Figure 2.1). Nonetheless, most of these learning goals concern generic skills, values, and attitudes, rather than aspects of knowledge as emphasised in the nationwide ‘assessed curriculum’ (Morris & Adamson, 2010, p. 5; discussed below). As noted by the Curriculum Development Council (2001):

*Hong Kong has relied on written tests and examinations as major methods of public assessment as well as within schools. Written tests and examination assess the products of learning such as memory, understanding of knowledge and concepts at a certain point in time. However, independent learning capabilities and other learning experiences are better reflected in the processes of learning rather than in tests and examinations. Therefore, the latter would have a narrowing effect on learning if they continued to dominate assessment in Hong Kong (p.81).*

**Students are expected to achieve upon completion of primary education (P1 to P6):**

1. Know how to distinguish right from wrong, fulfil their duties as members in the family, society and the nation, and show acceptance and tolerance towards pluralistic values;
2. Understand their national identity and be concerned about society, the nation and the world, and to fulfil their role as a responsible citizen;
3. Develop an interest in reading extensively and cultivate a habit of reading;
4. Actively communicate with others in English and Chinese (including Putonghua);
5. Develop independent learning skills, especially self-management skills and collaboration skills;
6. Master the basics of the eight Key Learning Areas to prepare for studying in secondary schools; and
7. Lead a healthy lifestyle and develop an interest in aesthetic and physical activities and an ability to appreciate these activities.

**Students are expected to achieve upon complete of secondary education (S1 to S6):**

1. Become an informed and responsible citizen with a sense of national and global identity, appreciation of positive values and attitudes as well as Chinese culture, and respect for pluralism in society;
2. Acquire and construct a broad and solid knowledge base, and to understand contemporary issues that may impact on students' daily lives at personal, community, national and global levels;
3. Become proficient in biliterate and trilingual communication for better study and life;
4. Develop and apply generic skills in an integrative manner, and to become an independent and self-directed learner for future study and work;
5. Use information and information technology ethically, flexibly and effectively;
6. Understand one's own interests, aptitudes and abilities, and to develop and reflect upon personal goals with aspirations for further studies and future career; and
7. Lead a healthy lifestyle with active participation in physical and aesthetic activities, and to appreciate sports and the arts.

(Curriculum Development Council, 2014, 2017b)

*Figure 2.1 The local education curricula – Learning goals*

Upon completion of Secondary 6, most students take the Hong Kong Diploma of Secondary Education Examination (HKDSE), the *de facto* university admission test. Most candidates take four core subjects of Chinese Language, English Language, Mathematics, and Liberal Studies (Hong Kong Examinations and Assessment Authority, 2020b), plus two to three elective subjects. All core subjects, as well as about half of the electives, are partly assessed through formative assessment in school (Hong Kong Examinations and Assessment Authority, 2019). Among some 57,000 candidates taking the HKDSE in 2018 (Hong Kong Examinations and Assessment Authority, 2020a), 37.5 per cent were able to meet the general entrance requirements<sup>2</sup> for publicly-funded undergraduate degree programmes in Hong Kong (see also p.16/Table 1.1).

---

<sup>2</sup> These are level 3 or above in Chinese Language and English Language, and level 2 or above in Mathematics and Liberal Studies.

Each year, the government of the HKSAR sponsors 15,000 first-year-first-degree places. These are offered by eight public universities in Hong Kong (Education Bureau, 2019c). Together they accommodate around 35 per cent of the applicants to the Joint University Programmes Admissions System (JUPAS). Meanwhile, around 20 per cent of the JUPAS applicants are able to continue their studies through different self-financing undergraduate degree programmes outside the public sector (Information Services Department, 2019). These are mainly offered by another 14 degree-awarding institutions within the territory. Since 2000, the government of the HKSAR has sought to promote ‘the sustainable development’ (Information Services Department, 2019, p. 129) of self-financing post-secondary education. One way to achieve this is to provide some privately-run institutes with financial incentives, such as land and premises at nominal premium and rent, interests-free start-up loan, student finance, and quality assurance subsidies.

In recent years, the rapid internationalisation of higher education in Hong Kong has come under intense public scrutiny (see, for example, Gao, 2016; Lo & Hou, 2019; Xie et al., 2019). While all public universities have been admitting an increasing number of undergraduates from overseas (up to around 16 per cent of the student population overall), more than 75 per cent of these ‘international’ students are indeed from mainland China (Audit Commission, 2016). Concerns have been raised over the massive influx of mainland Chinese students (Gao, 2016), not least amid the city’s growing ‘anti-China sentiment’ (Zhu, 2019, para. 9; *cf.* Section 2.1). As cautioned by the University Grants Committee (2010): ‘although it is important to encourage Mainland students to enter Hong Kong universities, true internationalisation requires a much greater diversity of nationalities and cultural background’ (p.56).

### **2.3 Approaching teacher education**

Among the 15,000 first-year-first-degree places funded by the Hong Kong government annually, around five per cent are allocated to full-time initial teacher education programmes (University Grants Committee, 2015), the Bachelor of Education. It has been the policy of the post-colonial government that all new primary and secondary school teachers should be degree graduates with relevant teacher education (Lai & Grossman, 2008). They can either be qualified through a Bachelor of Education (five-year), or an undergraduate degree (four-year) plus a Postgraduate Diploma in Education (one-year). All initial teacher education programmes in Hong Kong are organised in terms of Key Learning Areas (KLAs). This is to equip graduates with the subject area knowledge and pedagogy necessary for teaching a specific subject offered in the local Basic Education Curriculum, and/or the Secondary Education Curriculum (Review Group on Hong Kong Institute of Education's Development Blueprint, 2009). At present, the eight KLAs are: <sup>1</sup>Chinese Language, <sup>2</sup>English Language, <sup>3</sup>Mathematics, <sup>4</sup>Science, <sup>5</sup>Technology, <sup>6</sup>Personal, Social and Humanities Education, <sup>7</sup>Arts, and <sup>8</sup>Physical Education (Education Bureau, 2018c).

Currently, there is no initial teacher education programmes in Hong Kong for inclusive or special education. Relevant knowledge is available for pre-service teachers through a compulsory module on special educational needs involving about 60 to 90 learning hours (Legislative Council Secretariat, 2019). In addition, the EDB organises regularly the Basic, Advanced, and Thematic (BAT) courses on catering for students with special educational needs (see Table 2.3). These are continuing professional development courses tailor-made for in-service teachers in Hong Kong. All BAT courses are full-time programmes conducted in a block-release mode (Forlin & Sin, 2010). That is, teachers are granted paid study leave for attending the courses (for up to 17 days), during which their absences from school are covered by supply teachers provided by the EDB. While participation in the BAT courses are completely voluntary, teachers applying for promotion in public-sector schools are required to complete at least 90 hours of the programmes (Chum, 2015), whereas those seeking advancement in special schools are required to complete a total of 240 hours.

Table 2.3 Teacher professional development framework on integrated education

Course	Title	Soft target to be reached by 2020
Basic course (30 learning hours)	Basic course on catering for diverse learning needs	At least 15% to 25% of teachers per school completed the course <sup>3</sup>
Advanced course (102 learning hours)	Advanced course on catering for diverse learning needs	At least six to nine teachers per school completed the course
Thematic courses (120 learning hours per course)	Thematic courses on <ul style="list-style-type: none"> <li>- behavioural, emotional and social development needs</li> <li>- cognition and learning needs</li> <li>- sensory, communication and physical needs</li> </ul>	At least six to nine teachers per school completed the courses, with at least one teacher completing the course(s) in each category

(Education Bureau, 2019e)

In 2013, the government of the HKSAR set up a Committee on Professional Development of Teachers and Principals (COTAP). The primary aims of COTAP, as an advisory body, are to enhance teacher preparation, to promote and support the continuing professional development of teachers, and to strengthen school leadership (Committee on Professional Development of Teachers and Principals, 2015c). Among the initiatives of the Committee was the establishment of the *T-standard+* in 2015. It sets out to offer a context-specific reference tool for teachers and principals to identify and reflect on their professional development needs. In Table 2.4, I synthesise the core components of the *T-standard+*. These are, from the perspective of COTAP, the attributes essential to students' all-round development and lifelong learning (first column), the professional roles of teachers (second column), and the professional roles of principals (third column).

<sup>3</sup> As of 2018, about 36% of teachers in Hong Kong have completed the basic course on catering for diverse learning needs (Legislative Council Secretariat, 2019).

Table 2.4 Professional standards for teachers and principals of Hong Kong

What attributes are essential to students' all-round development and lifelong learning?	What are teachers and principals' professional roles in nurturing these attributes in our learners today?	
	Roles of teachers	Roles of principals
Whole-person wellness	<p><u>Caring cultivators of all-round growth</u></p> <p>To nurture students holistically and act as chaperons in the journey of students' growth, enabling them to advance their potential</p>	<p><u>Ethical enablers of all-round growth and balanced advancement</u></p> <p>To exemplify ethical understanding and actualise educational values and beliefs to enable growth and balanced advancement of teachers and students</p>
Key competences for adulthood	<p><u>Inspirational Co-constructors of knowledge</u></p> <p>To develop students' generic skills, ensure their mastery of key competences and engage them in deep learning through inspiring them to construct knowledge</p>	<p><u>Versatile architects of vibrant learning organisations</u></p> <p>To create an enlightening and inspirational organisational culture that fosters the development of multiple talents and future leaders</p>
Change agility for tomorrow	<p><u>Committed role models of professionalism</u></p> <p>To exemplify the pursuit for professionalism through CPD to enhance readiness for change in oneself and among students, and develop students' change agility, contributing to the sustainable development and transformation of schools and the society</p>	<p><u>Visionary edupreneurs of educational transformation and continuous school improvement</u></p> <p>To embody a global mindset, envision the future and embrace transformational changes with entrepreneurial spirit when promoting continuous school improvement for the future development of Hong Kong</p>

(Committee on Professional Development of Teachers and Principals, 2015c)

In promoting the *T-standard+*, COTAP has pointed up the importance of fostering 'a robust teaching profession of excellence in Hong Kong, which in our [their] view should also be a vibrant **learning profession**' (Committee on Professional Development of Teachers and Principals, 2015a, p. 5; **emphasis** mine). Indeed, as a soft target set by the EDB, all teachers in Hong Kong are expected to participate in not less than 150 hours of continuing professional development activities per every three-year cycle (Advisory Committee on Teacher Education and Qualifications, 2009). These cover different types of informal

learning taking place within and across schools, as well as structured learning (for example, programmes leading to higher degrees). I return to this local professional development framework for teachers in the final chapter of my thesis.

### **3. Reading inclusive pedagogy**

In this chapter, I consider the reading that I have undertaken for the study. I reflect on my growing understanding of some key concepts surrounding inclusive pedagogy, including what teachers do in practice to support everyone’s learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). In determining the choice of my reading, I drew upon six inclusion criteria (summarised in Table 3.1). These were established based on my main research objectives and interests, alongside some key alternative representations (Gillespie, 2008) of the concepts (for example, special educational needs vis-à-vis additional support needs; see also Table 3.1). By reading in detail references that satisfied three or more of these criteria, I was able to explore and develop a wide range of understanding of the concepts most relevant to informing my study.

*Table 3.1 Inclusion criteria for literature search*

<b>Criteria [alternative representation]</b>	<b>Rationale [alternative representation]</b>
Be conducted in Hong Kong	To include evidence relevant to the context of Hong Kong
Be conducted in the mainstream setting [integrated education] [inclusive education]	To exclude evidence focusing on the segregated setting [special schools]
Be written in Chinese or English	To include evidence accessible to myself as the researcher
Focus on the Confucian-heritage Culture (CHC) of teaching and learning [Chinese learners]	To include evidence more relevant to the cultural underpinnings of Hong Kong
Focus on teachers’ practices [pedagogy] [teaching]	To include evidence more relevant to teaching a diversity of learners [individual differences]
Focus on teaching a diversity of learners [individual differences] [everyone] [all learners]	To exclude materials focusing only on teaching learners identified with categorical learning needs [special educational needs] [special educational needs and disability] [additional support needs] [additional learning needs]

An overview of this chapter is as follows. Section 3.1 considers the policy landscape of inclusive education. This is to set the context for my thesis overall. In Section 3.1.1, I discuss the overall quality education movement in Hong Kong. In Section 3.1.2, I focus on the city’s local approach to inclusive education. I highlight in particular some key challenges that many schoolteachers in Hong Kong face when they seek to support the

learning of all children in context. In view of this, Section 3.2 sets out to explore the notion of inclusive pedagogy. In Section 3.2.1, I synthesise from research evidence some general principles of teaching. I consider the implications of these principles for understanding an inclusive pedagogy for all children. I conclude that while some teachers may feel uncertain about facilitating greater inclusion in their everyday teaching, they may not necessarily lack the knowledge or skills to do so. This leads to my discussion in Section 3.2.2, where I explore the process of developing inclusive pedagogy in context. I theorise inclusive pedagogy as teachers' situational responses to supporting the learning of all children from within the macro-culture, the meso-system, and the micro-classroom (Alexander, 2008). To reflect further on these considerations, I draw on the pedagogical context of Hong Kong, alongside some characteristic forms of teaching and learning commonly found in the wider Confucian-heritage Culture (CHC). I argue that developing inclusive pedagogy requires teachers to 'practicalise' (Tsui, 2009, p. 429) in context what they already know about teaching a diversity of learners. In Section 3.2.3, I propose a participatory approach to developing more inclusive practices. This draws upon teachers' professional craft knowledge on how best to support the learning of all children in context.

Finally, based on my reading about inclusive pedagogy, I formulate in Section 3.3 two research questions worth pursuing in the local school context of Hong Kong. Together these set out to explore what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). Developing this understanding enables me to examine further the inclusive *knowing* embedded in teachers' inclusive practices. This concerns their context-specific knowledge conducive to facilitating greater inclusion in context.

### 3.1 Understanding the landscape of inclusive education

In 1994, the World Conference on Special Needs Education concluded with what is now widely known as the Salamanca Statement. It calls for global efforts to 'promote the approach of inclusive education' (UNESCO, 1994, p. iii). This is further elaborated as 'enabling schools to serve all children, particularly those with special educational needs' (*ibid.*, p.iii). As explained by UNESCO (1994, p. 6): 'many children experience learning difficulties **and thus** have special educational needs at some time during their schooling' (**emphasis mine**). This perspective draws upon deficit-related explanations (Thomas, 2013) to account for the learning difficulties that many children face – from time to time – in school (see also my earlier reflection in Section 1.1).

In principle, the Salamanca Statement is about developing policy and practice that are able to meet the needs of all children. To this end, it highlights the importance of considering the 'special educational needs' of some. They include pupils who might otherwise risk marginalisation owing to their learning difficulties. One underlying assumption of this hitherto representative discourse (Slee, 2019) on special needs education is that placing all children together is good (or at least, better than having most in the mainstream, and some in other specialised settings). According to Artiles & Kozleskiv (2016), this assertion, which concerns the placement definition of inclusive education (Göransson & Nilholm, 2014), is mainly grounded in a rights and ethics perspective. It rests upon the belief that discrimination between different types of learners, and by means of segregation, is not right (Florian, 2019).

While the Salamanca Statement could be 'arguably the most significant international document that has ever appeared in the field of special education' (UNESCO, 2020, p. 9), it must be noted, however, that empirical research has thus far yielded only 'weak evidence' (Gilmour, 2018, para. 2) about the effectiveness of inclusion as an educational practice. For example, a report by ENABLE Scotland (2019) indicates that students who have learning disabilities and/or autism spectrum disorders do not commonly think they are achieving their full potential in the mainstream classroom. Meanwhile, many schoolteachers are uncertain about their capacity for developing an inclusive pedagogy that supports the learning of all children (discussed further in Section 3.2). Concerns have been expressed by different stakeholders, including teachers, parents, and headteachers, that perhaps some learners 'can best be taught and learn' (Warnock, 2010, p. 44) in

specialist schools. Also, it is the quality of provision, rather than the locality of where students are taught, that really matters (Ofsted, 2006).

The Salamanca Statement, as a supranational education policy, has offered a 'legitimate basis' (McNeely, 1995, p. 506) for the ideology of inclusive education to develop. It has led to a range of regional initiatives over the years in relation to promoting inclusivity in schools. In Europe, for example, an extensive range of projects have been carried out by the European Agency for Special Needs and Inclusive Education (2021). An overall goal of these initiatives is to offer its 31 member countries evidence-based information and guidance on implementing a more inclusive education system. In the Pacific region, too, a total of 18 nations have agreed to give priority to the education of children with disabilities. This is through adopting the Pacific Education Development Framework (Sharma et al., 2019). Doing so helps demonstrate the countries' stated commitments to implementing the disability-oriented concept (Nind, 2014a) of inclusive education (see also Marchesi (2019) for the case of Latin America, Pather (2019) for the case of Africa, and Section 3.1.2 for the case of Hong Kong).

More recently, in reviewing the impact of the Salamanca Statement, UNESCO (2020) points out that while significant efforts have been made in many countries to promote quality education for all in the past 25 years, the reality in some does not show 'significant transformation' (p.23) of their educational systems, nor in policies. This could be a key barrier to inclusive education, because the rationale of the concept – no matter as a social, political, or educational movement – necessarily involves disrupting the assumptions, practices, and tools (Skrtic, 1995) that have excluded some children from learning with the vast majority of others. Some examples of these could be the deficit-related explanations in accounting for students' difficulties in learning, as well as the bell-curve thinking about most and some learners (see previous discussion).

Further to this review on international experiences, research, and policy documents, UNESCO (2020) maintains that 'the momentum of [inclusive] reform must be increased, by finding more effective ways of addressing barriers to progress' (p.23). In light of this, it further proposes six recommendations to inform the actions that should be taken to facilitate greater inclusion and equity within local education systems. These evidence-based recommended actions are summarised in the first column of Table 3.2. In the

second column of the table, I consider their implications for understanding some key challenges to implementing inclusive education worldwide.

*Table 3.2 Towards inclusion in education – Six recommended actions*

<b>Recommended actions</b> (UNESCO, 2020)	<b>Implications for understanding the key challenges to inclusive education</b>
1. Establish clear definitions of what is meant by inclusion and equity in education;	<i>It may imply that...</i> definitions of what is meant by inclusion and equity in education are not always clear (as discussed by, for example, Göransson & Nilholm, 2014; Kruse & Dederling, 2018)
2. Use evidence to identify contextual barriers to the participation and progress of learners;	contextual barriers to the participation and progress of learners are not always identified/the identification of such is not always based on evidence (as discussed by, for example, Messiou & Ainscow, 2020; Mitchell, 2014)
3. Ensure that teachers are supported in promoting inclusion and equity;	teachers are not always supported in promoting inclusion and equity (as discussed by, for example, Forlin, 2012; Yuan, 2018)
4. Design the curriculum and assessment procedures with all learners in mind;	curriculum and assessment procedures are not always designed with all learners in mind (as discussed by, for example, Black-Hawkins, 2017; Slee, 2018)
5. Structure and manage education systems in ways that engage all learners;	education systems are not always structured and managed in ways that engage all learners (as discussed by, for example, Harris et al., 2018; Óskarsdóttir et al., 2020)
6. Involve communities in the development and implementation of policies that promote inclusion and equity in education.	Communities are not always involved in the development and implementation of policies that promote inclusion and equity in education (as discussed by, for example, Causton-Theoharis et al., 2011; Wong & Morton, 2017)

### 3.1.1 *Localising quality school education in Hong Kong*

As stated by Franco et al. (2020), translating any global plans for local impact depends largely on regional realities and national priorities. In the policy context of Hong Kong, the Education Commission<sup>4</sup> (EC) published in 1997 a blueprint titled *Quality School Education* (aka Education Commission Report No. 7 [ECR7]). According to Mok & Chan (2002), one

<sup>4</sup> The Education Commission (EC) was set up in 1984 to advise the Secretary for Education on the overall educational objectives and policies (Education Commission, 2017).

primary aim of ECR7 was to address some key ‘problems’ (p.5) arising from the rapid and massive expansion of education in Hong Kong over the past two decades (see also Cheng, 2002; Chong, 2012). For example, the Report highlights the importance of setting goals for education, developing quality indicators, establishing quality assurance mechanisms, and raising the professional standards of principals and teachers (Education Commission, 1997). It also defines, as a point of departure, a cultural framework of expectations, values, and beliefs (Cortazzi & Jin, 1996) for the better understanding of quality school education within the sociocultural context of Hong Kong (see Figure 3.1).

**Broadly speaking, the essence of quality school education in Hong Kong comprises...**

1. delivery of educational outcomes which meet the needs and expectations of the community in an efficient, accountable and cost-effective way;
2. pursuit of excellence in both academic and other domains of education;
3. participation of front-line educators to choose the best teaching and learning model that suits the needs of teachers and students of individual schools;
4. provision of educational diversity and choice to parents and students.

(Education Commission, 1997, p. 19)

*Figure 3.1 Defining quality school education in Hong Kong*

As defined by ECR7, quality school education in Hong Kong comprises the ‘delivery of educational outcomes which meet the needs and expectations of the community in an efficient, accountable, and cost-effective way’ (*cf.* Figure 3.1). Although it is unclear what ‘educational outcomes’ are deemed important to ‘meet the needs and expectations of the community’, the Report states explicitly that the delivery of such requires the engagement of multiple stakeholders. These people, who are ‘accountable’ for supporting students to pursue ‘excellence in both academic and other domains of education’, include ‘front-line educators’, ‘teachers and students of individual schools’, and ‘parents’; together they share the collective responsibility for fostering quality school education in Hong Kong. In particular, ‘front-line educators’ are involved in ‘choose[ing] the best teaching and learning models that suit the needs of teachers and students of individual schools’. This carries an assumption that practitioners are capable of making pedagogical decisions that are conducive to facilitating teaching and learning in context.

With its emphasis on accountability, ECR7 discusses a range of quality indicators, process indicators, and output indicators. For example, in order to measure the ‘value-added improvement of students’ (Education Commission, 1997, p. 27), it proposes a new

Academic Ability Assessment for all children when they start secondary school. This consists of a Language Ability Assessment, and a Mathematical Ability Assessment. The Report also highlights the value of continuing some existing standardised examinations across the territory. These include the Hong Kong Attainment Tests (for students from Primary 1 to Secondary 3), and the former Hong Kong Certificate of Education Examination<sup>5</sup>.

### *3.1.2 Promoting a Whole School Approach to Integrated Education*

Following on from ECR7, the government of the HKSAR launched a sequence of educational reforms (see, for example, Cheng, 2009; Chong, 2012; Education Bureau, 2007). Among these official responses to promoting more quality school education in Hong Kong was the Whole School Approach to Integrated Education (WSA). It sets out to explore how students identified with special educational needs might be integrated effectively into the mainstream school setting (Lian, 2004). According to the Education Bureau (2014), another primary aim of the WSA is to ‘help all students/teachers/parents recognise, accept and respect individual differences, and even celebrate differences’ (p.1). Such a discourse of inclusion, as argued by the Hong Kong Equal Opportunities Commission (2014), represents the government’s determination to protect human rights and promote equal opportunities (see also Poon-McBrayer, 2004).

Although the development of integrated special needs education has been advocated as an approach to inclusive schooling since the Salamanca Statement in 1994 (UNESCO, 1994), schools and teachers in Hong Kong had considerable reservations about the WSA when it first commenced in 1997. For example, while the authority had made contact with about 90 schools during the recruitment process, only one-tenth of them (seven primary and two secondary) committed to participating in the two-year pilot scheme (Crawford et al., 1999; Education and Manpower Bureau, 1999). These pioneering schools received extra resources and professional support (see Figure 3.2) to accommodate a total of 49 students, who were identified with ‘mild grade mental handicap, hearing impairment, visual impairment, physical handicap [and] autistic disorder with average intelligence’ (Education Department, 2002, p.2).

---

<sup>5</sup> The Hong Kong Certificate of Education Examination (HKCEE) has been replaced by the Hong Kong Diploma of Secondary Education Examination (HKDSE) since 2012.

**Additional resources and support to the participating schools:**

- One resource teacher (at Certificated Master rank), with special education training, for every five pupils in the project;
- One teacher assistant for every eight pupils in the project;
- A non-recurrent grant of HK\$50,000 for each school and a recurrent grant of HK\$1,000 for each pupil in the project per year;
- An Educational Psychologist and a Senior Inspector to provide regular school-based support and organise experience-sharing workshops for the pilot schools.

(Education and Manpower Bureau, 1999)

*Figure 3.2 Piloting the WSA – Additional resources to the participating schools*

In evaluating this pilot scheme for the government, Crawford et al. (1999) found that many teachers were doubtful whether the needs of ‘disabled’ children could best be met through integrated education in Hong Kong (see also Cheng, 2007). Some criticised the government for devaluing the role of special schools amid the quality education movement (Forlin, 2007a; Westwood & Palmer, 1997). Despite these reservations among teachers, however, the former Education and Manpower Bureau insisted in the end that the WSA was to expand to all public-sector schools in Hong Kong. Morris & Scott (2003) consider this as a control model of policy implementation, in which the ultimate control remains firmly in the hands of the authority.

As a long term consequence of the WSA, more ‘disabled’ (sic) pupils have now gained access to mainstream schools in Hong Kong (see Table 3.3). However, this growing proportion of learners tells us very little about the quality of education they experience. According to the Audit Commission (2018), for example, teachers in Hong Kong are not particularly keen on participating in the BAT courses on catering for students with special educational needs (*cf.* p.38/Table 2.3). Meanwhile, many practitioners have remained sceptical about their pedagogical capacity for teaching a diversity of learners (see, for example, Chao et al., 2016; Committee on Teachers’ Work, 2006; Forlin, 2007a; Poon-Mcbrayer, 2014; Yuen et al., 2005). This is despite the local quality school education framework as envisaged by ECR7 (*cf.* p.47/Figure 3.1), in which teachers are made accountable for, and assumed capable of, supporting everyone’s learning.

Table 3.3 Students enrolment in mainstream primary and secondary schools

Types of Disability [sic]	Primary			Secondary		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Attention Deficit/ Hyperactivity Disorder	1,490	2,000	1,950	740	1,250	1,790
Autism Spectrum Disorders	1,480	1,980	2,320	570	810	940
Hearing Impairment	340	330	310	470	450	490
Intellectual Disability	760	770	780	710	810	940
Physical Disability	170	210	140	190	230	250
Specific Learning Disabilities	7,910	8,550	8,430	5,050	6,430	7,850
Speech & Language Impairment	1,520	1,480	1,970	180	230	210
Visual Impairment	50	50	40	90	90	110
Totals	13,720	15,370 (+12%)	15,940 (+3.7%)	8,000	10,270 (+28.4%)	12,690 (+23.6%)

(Legislative Council Secretariat, 2012)

In relation to the growing concern about teachers' wellbeing and the stress confronting them, the Committee on Teachers' Work<sup>6</sup> proposed a review of the WSA in 2006:

*There can be no doubt that the diversity in student ability, together with students' behavioural problems and interruptions in learning, is stressful and burdensome to teachers. The Education and Manpower Bureau should continue its review of Integrated Education, and work closely with schools, Teacher Education Institutions, and outside bodies (e.g. educational psychologists, voluntary agencies, parents' group, etc.) in the formulation of support measures to tackle special educational needs and student diversity (Committee on Teachers' Work, 2006, p.41).*

The message here is clear: although student diversity is constructed in the policy discourse as a manageable professional challenge for teachers (*cf.* p.47/Figure 3.1), it is – in practice – an obstacle to some. This is indeed a common concern shared by many teachers worldwide amid the international trend towards more inclusive and equitable quality education (see, for example, European Agency for Development in Special Needs Education, 2011; Sharma et al., 2008).

<sup>6</sup> The Committee on Teachers' Work was an independent committee formed by the HKSAR government in 2006 to study the workload of teachers, and recommend measures to reduce the pressure on them.

### 3.2 Questing for a pedagogy for all learners

Given the critical role that teachers play in realising quality school education (European Agency for Special Needs and Inclusive Education, 2015), international research has started to explore how an inclusive pedagogy for all learners might be developed. One common way to achieve this is through learning with and from practitioners their expertise in teaching (Tsui, 2003), together with the factors that shape and influence its development (discussed further in Section 4.3.2). In Hong Kong, for example, Chan & Lo (2017) examined the inclusive practices of three English language teachers through collaborative reflective inquiry. The authors put forward a view that the construct of inclusive pedagogy represents some ‘culturally responsive approach(es)’ (p.722) to addressing learner diversity in the classroom (see also O’Leary et al., 2020; Whitinui, 2010). In the UK, Swann et al. (2012) collected evidence of inclusive practices from the membership communities of a primary school. They worked with the headteacher (who was also one of the authors), teachers, children, and parents to understand how the school has sought to expand the learning capacity of all children. This case study illustrates, among other things, the ‘power of collective action’ (p.95), as well as the potential of drawing upon inclusive pedagogy as an approach to school improvement (see also Chapman et al., 2016; Sandoval & Messiou, 2020).

In reviewing international reports from 55 administrations across all continents, Rix & Sheehy (2014) conclude that most effective pedagogic approaches in developing inclusive settings are grounded in some ‘traditional’ (p.471) teaching skills. The National Strategies in England<sup>7</sup>, for example, emphasised the strengthening of generic teaching (Ellis et al., 2008), rather than the development of specialist practices. Similarly, Norwich & Lewis (2001) conducted a literature search on strategies most commonly used to teach learners identified as having special educational needs and disabilities. The authors point out that what works with most categorically distinct groups of children also works with many others (for example, using varied approaches to maintain attention, employing strategies that are focused and visually explicit, and teaching in small and explicit steps). As argued by Kershner (2009):

---

<sup>7</sup> The National Strategies were professional programmes in England aimed to improve the quality of learning and teaching in schools, delivered from 1997 to 2011 on behalf of the Department for Children, Schools and Families.

*[t]eaching approaches which seem intrinsic to inclusive learning are **already** represented in many classrooms where emphasis is placed on pupils' dialogue, collaboration, choice, exploration and learning to learn, and where it is assumed that all pupils are capable of learning (p.54; **emphasis mine**).*

There are also important parallels here with the work of Hart et al. (2004) with regard to the significance of teachers believing in the transformability of pupils' learning capacity. According to Florian & Linklater (2010), inclusive pedagogy extends what is ordinarily available in the classroom as a way of responding to learner differences. It is about encouraging teachers to make best use of what they *already* know when learners experience difficulties (*emphasis mine*). Rouse (2008) shares a similar perspective that developing more inclusive practices depends on teachers' knowledge of teaching (*knowing*); it is important that they understand, for example, how children learn, what teaching strategies are available, where to get help when necessary, alongside classroom management and organisation. Based on these general principles of teaching (Simon, 1999), teachers are able to not only 'consider what children have in common as members of the human species... [but also] determine what modifications of practice are necessary to meet specific individual needs' (p.42).

### *3.2.1 Synthesising some general principles of teaching*

What, then, are the general principles of teaching? To understand this knowledge base (Norwich & Lewis, 2005) of inclusive pedagogy further, I have drawn on four key studies. The first one is a research synthesis conducted by Coe et al. (2014). This narrative review (Evans & Benefield, 2010) sets out to support the professional development of teachers from across a wide range of national contexts, including those from Australia, Canada, Finland, Holland, Hong Kong, Singapore, the UK, and the US. Based on existing evidence about what leads to improved student progress, Coe et al. (2014) have synthesised six components of 'great teaching' (p.2). These are summarised as part of Figure 3.3.

**Components of 'great teaching'** (Coe et al., 2014):

- Classroom climate;
- Classroom management;
- Content knowledge;
- Professional behaviours;
- Quality of instruction;
- Teacher beliefs.

**Principles for 'effective pedagogy'** (James & Pollard, 2011):

- Depends on the learning of all those who support the learning of others;
- Demands consistent policy framework with support for learning as their primary focus;
- Engages with valued forms of knowledge;
- Equips learners for life in its broadest sense;
- Fosters both individual and social processes and outcomes;
- Needs assessment to be congruent with learning;
- Promotes the active engagement of the learner;
- Recognises the importance of prior experience and learning;
- Recognises the significance of informal learning;
- Requires learning to be scaffolded.

*Figure 3.3 Components of 'great teaching' and principles for 'effective pedagogy'*

The second piece of study is a longitudinal research coordinated by James & Pollard (2011). The authors have synthesised ten principles for 'effective pedagogy' (p.275), based on the key findings from more than 100 projects funded by the Teaching and Learning Research Programme (TLRP) in the UK. Together these principles represent evidence-based practices that are able to improve outcomes for learners of all ages, in all sectors and contexts of education, training and lifelong learning (see also Figure 3.3).

While drawing upon these two studies, I was aware that both of them carry a strong focus on raising students' demonstrated achievement. This is true across a range of cultural settings (Coe et al., 2014), and disciplines (James & Pollard, 2011). Nonetheless, where they differ from the primary objective of a pedagogy for all learners is that they do not amply illustrate how these principles might be applied, so as to increase the learning and participation of *all* children (Black-Hawkins & Florian, 2012). According to Florian & Black-Hawkins (2011), 'inclusive pedagogy' (p.571) is defined not only in the choice of strategies, but also their use. It is an approach in which teachers respond to individual learner differences, but avoid marginalisation that can occur when some learners are treated differently (see Figure 3.4). Through 'inclusive pedagogy', teachers see difficulties in learning as professional challenges to be resolved, rather than deficits in individuals or,

indeed, in themselves as practitioners. They are thus enabled to 'connect' (Corbett, 2001, p.20) every student to meaningful participation in the curriculum, as well as to the wider community of the classroom and school.

**'Inclusive pedagogy'** (Florian & Black-Hawkins, 2011) requires...

- shifting the focus from one that is concerned with only those individuals who have been identified as having 'additional needs', to learning for all children in the community of the classroom;
- rejecting deterministic beliefs about ability as being fixed and the associated idea that the presence of some will hold back the progress of others;
- seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners, that encourage the development of new ways of working.

**Indicators for developing 'inclusive classrooms'** (International Bureau of Education, 2016):

- Assessment contributes to the achievement of all students;
- Classroom discipline is based on mutual respect and healthy living;
- Lessons encourage the participation of all students;
- Students are actively involved in their own learning;
- Students are encouraged to support one another's learning;
- Students feel that they have somebody to speak to when they are worried or upset;
- Support is provided when students experience difficulties;
- Teaching is planned with all students in mind.

Figure 3.4 'Inclusive pedagogy' and indicators for developing 'inclusive classrooms'

Finally, I drew upon the eight indicators for developing 'inclusive classrooms' (p.107) compiled by the International Bureau of Education (2016). These indicators set out to influence and support teachers' inclusive thinking and practices at school. More specifically, teachers are offered some *practical* advice on how to review the inclusivity of their classroom practices (see Figure 3.4). As argued by McIntyre (2005), research-based knowledge about good practice is usually formulated in generalised terms; communicating such findings must above all be pragmatic, if they are to be translated into the 'knowledge how' (p.359) that directly informs teachers' pedagogical practices.

In the next stage of my analysis, I synthesised my overall findings regarding the aforementioned general principles of teaching. I considered their implications for understanding an inclusive pedagogy for all learners. In the course of this process, my guiding question was: What might be learnt from this evidence about supporting teachers to develop more inclusive practices?

To begin with, I returned to the six components of 'great teaching' (p.53/Figure 3.3). According to Coe et al. (2014), these attributes offer a 'starter kit' (p.2) for thinking about pedagogy in ways that secure students' positive learning outcomes. I have decided to further combine the six components and reduce them into two clusters, namely:

- (i) **Some enabling factors:** *Content knowledge, Professional behaviours, and Teacher beliefs; and*
- (ii) **The act of teaching:** *Classroom climate, Classroom management, and Quality of instruction*

This categorisation is based on Alexander's (2004) notion of pedagogy as involving 'what one needs to know, and the skills one needs to command [some enabling factors], in order to make and justify the many different kinds of decisions of which teaching is constituted [the act of teaching]' (p.11). While the first cluster represents some prerequisite qualities for teachers to achieve 'great teaching' (*cf. inclusive knowing and believing*), the second cluster concerns mainly observable classroom behaviours (*cf. inclusive doing*).

Meanwhile, I was aware that these six components of 'great teaching' are 'so broadly defined that they can be open to wide and different interpretation' (Coe et al., 2014, p.2). Therefore, I sought to reflect further my emergent understanding of an inclusive pedagogy through more specific statements. These were taken from the principles for 'effective pedagogy' (p.53/Figure 3.3), the key assumptions underpinning 'inclusive pedagogy' (p.54/Figure 3.4), as well as the indicators for developing 'inclusive classrooms' (p.54/Figure 3.4). Given their close parallels, I consolidated similar ideas suggested by the three sources, and rephrased them where appropriate. The results of this thinking are presented in Table 3.4 and Table 3.5.

Table 3.4 Synthesising general principles of teaching – Some enabling factors

<b>Some enabling factors: Content knowledge, Professional behaviours, and Teacher beliefs</b> (Coe et al., 2014)	
<i>Some general principles of teaching</i>	<i>Implications for understanding an inclusive pedagogy for all learners</i>
Effective pedagogy demands consistent policy frameworks with support for learning as their primary focus (James & Pollard, 2011)	Inclusive pedagogy demands consistent policy frameworks with support for the learning of all students as their primary focus
Effective pedagogy depends on the learning of all those who support the learning of others (James & Pollard, 2011)	Inclusive pedagogy depends on the learning of all those who support the learning of others
Effective teaching and learning engages with valued forms of knowledge (James & Pollard, 2011); Effective teaching equips learners for life in its broadest sense (James & Pollard, 2011)	Inclusive pedagogy engages with valued forms of knowledge that equip all learners for life in its broader sense
Effective pedagogy recognises the significance of informal learning (James & Pollard, 2011)	Inclusive pedagogy recognises the significance of informal learning to all students
Rejecting deterministic beliefs about ability as being fixed and the associated idea that the presence of some will hold back the progress of others (Florian & Black-Hawkins, 2011)	Inclusive pedagogy rejects deterministic beliefs about ability as being fixed
Seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners, that encourages the development of new ways of working (Florian & Black-Hawkins, 2011)	Inclusive pedagogy sees difficulties in learning as professional challenges for teachers, rather than deficits in learners
Shifting the focus from one that is concerned with only those individuals who have been identified as having ‘additional needs’, to the learning for all children in the community of the classroom (Florian & Black-Hawkins, 2011); Teaching is planned with all students in mind (International Bureau of Education, 2016)	Inclusive pedagogy shifts from the additional provision for some, to learning for all

*Table 3.5 Synthesising general principles of teaching – The act of teaching*

<b>The act of teaching: Classroom climate, Classroom management, and Quality of instruction</b> (Coe et al., 2014)	
<i>Some general principles of teaching</i>	<i>Implications for understanding an inclusive pedagogy for all learners</i>
Effective pedagogy fosters both individual and social processes and outcomes (James & Pollard, 2011); Students are encouraged to support one another's learning (International Bureau of Education, 2016)	Inclusive pedagogy encourages all students to support one another's learning
Effective pedagogy promotes the active engagement of the learner (James & Pollard, 2011); Lessons encourage the participation of all students (International Bureau of Education, 2016); Students are actively involved in their own learning (International Bureau of Education, 2016)	Inclusive pedagogy engages all students to participate in their own learning
Effective pedagogy requires learning to be scaffolded (James & Pollard, 2011)	Inclusive pedagogy helps all students move forward in their learning through scaffolding
Classroom discipline is based on mutual respect (International Bureau of Education, 2016)	Inclusive pedagogy respects everyone in the classroom
Effective pedagogy recognises the importance of prior experience and learning (James & Pollard, 2011)	Inclusive pedagogy recognises the importance of prior experience and learning to all students
Students feel that they have somebody to speak to when they are worried or upset (International Bureau of Education, 2016); Support is provided when students experience difficulties (International Bureau of Education, 2016)	Inclusive pedagogy supports all students in learning, and in particular when they experience difficulties
Assessment contributes to the achievement of all students (International Bureau of Education, 2016); Effective pedagogy needs assessment to be congruent with learning (James & Pollard, 2011)	Inclusive pedagogy uses assessment to advance the learning and achievement of all students

### 3.2.2 *Developing inclusive pedagogy in context*

Table 3.4 and Table 3.5 offer some insights into how teachers might integrate their knowledge about some general principles of teaching, and apply it to develop an inclusive pedagogy for all children. One important implication is that while many teachers may feel uncertain about responding to individual differences in the classroom (see, for example, Section 3.1 for the Hong Kong case), they may not necessarily lack the knowledge or skills to support everyone's learning (Florian & Linklater, 2010). Indeed, in settings where teachers were encouraged to try out a range of strategies (Rouse, 2008), most reported that they knew more than they had previously thought. This is despite the commonly held belief that many teachers do not have the specialist pedagogy essential to teaching a diversity of learners (see also discussion by, for example, Black-Hawkins, 2017; European Agency for Development in Special Needs Education, 2011; Moberg et al., 2020).

Why, then, is there such a 'big gap' (Rouse, 2008, p. 13) between what some teachers know about teaching (*knowing*), and what they do to support everyone's learning (*doing*)? Exploring this requires an emic understanding of the contextual challenges that teachers face, when they seek to translate their knowledge into practice. As suggested by Hagger & McIntyre (2006), any one principled way of achieving a given goal in teaching (for example, p.56/Table 3.4 and p.57/Table 3.5), albeit generalised from across variations, is likely to be best only within a particular range of circumstances. These involve, for example, prescribed curriculum, availability of materials, class size, pupil characteristics, as well as their particular kinds of prior achievements (Shulman, 2004).

Alexander (2004) highlights three interrelated domains of ideas that locate, formalise, and enable teaching from within respectively the macro-culture, the meso-system, and the micro-classroom (see Figure 3.5). This 'situated approach' (Rao & Chan, 2009, p. 18) to understanding pedagogy considers the classroom as a system within the larger system of the school, which in turn is embedded in the system of the community, as well as the wider culture. Thus, developing pedagogy requires teachers to engage essentially with the multiple realities of the classroom and school. In theorising inclusive pedagogy, this constructivist lens acknowledges that teaching a diversity of learners is inevitably influenced by the sociocultural context in which teaching and learning is embedded (Sawyer, 2006). This may explain why some teachers have found knowledge arising from evidence-based research alone 'somewhat fragmentary and inconsistent' (Kershner,

2014, p.843) in supporting their contextual judgements in practice (see also McIntyre, 2009; Mitchell, 2014). Indeed,

*[w]ise practitioners vary. Those variations are [teachers'] responses to the diversity of youngsters whom they teach, the range of subject matters they instruct, the variety of grounded philosophies of education they espouse, or the styles of teaching they adopt. It would be foolish to seek to calculate some grand mean of wise practice, somehow aggregating across these variations to estimate one 'best' system of teaching (Shulman, 2004, p. 265).*

**Key ideas...**

*that locate teaching in the macro-culture. For example,*

- Culture (the collective ideas, values, customs and relationships which inform and shape a society's view of itself, of the world and of education)
- Self (what it is to be a person; how identity is acquired)

*that formalise teaching in the meso-system. For example,*

- Assessment (e.g. formal tests, qualifications, entry requirements)
- Curriculum (e.g. aims, contents)
- Policies (e.g. teacher recruitment and training, equity and inclusion)
- School (e.g. infrastructure, staffing, training)

*that enable teaching in the micro-classroom. For example,*

- Learning (nature, facilitation, achievement and assessment)
- Students (characteristics, development, motivation, needs, differences)
- Teaching (nature, scope, planning, execution and evaluation)

(Adapted from Alexander, 2009)

*Figure 3.5 Pedagogy as ideas*

In the context of Hong Kong, the Curriculum Development Council (2017a) proposes supporting the learning of all children from within the system, school organisation, school curriculum, and class/group levels. I present in Figure 3.6 this local perspective on the key ideas (*cf.* p.59/Figure 3.5) that locate, formalise, and enable (Alexander, 2009) inclusive teaching.

**Key ideas arising from the perspective of the Hong Kong Curriculum Development Council ...**

*that locate inclusive teaching in the macro-system. For example,*

- Funding and professional support (e.g. staffing, grants, and school-based support services)
- Guidance and exemplars provided in Curriculum Guides and on relevant Education Bureau webpages
- Infrastructure and facilities (e.g. enhancement of schools' information technology infrastructure)
- Professional development opportunities (e.g. courses, seminars, workshops, and networking activities) to strengthen teachers' professional capacity to cater for learner diversity

*that formalise inclusive teaching in the meso-school organisation and curriculum. For example,*

- Adaptation to assessment
- Communication with parents
- Community partnership
- Curriculum differentiation
- Devising a whole-school policy
- Ethos building
- Key Learning Area/subject panels to devise plans to cater for learner diversity
- Professional sharing, peer observation and reflection
- Providing varied learning experiences for students
- Strategic curriculum development plan
- Task force to co-ordinate the promotion and sharing of effective pedagogy and assessment strategies
- Timetabling
- Wide choice of subjects, Applied Learning course and Other Learning Experiences

*that enable inclusive teaching in the micro-class/group. For example,*

- Adopting effective learning and teaching/assessment strategies
- Developing interdependent, collaborative communities or practice
- Strategies for motivating students

(Adapted from Curriculum Development Council, 2017a)

*Figure 3.6 Inclusive pedagogy as ideas – The Hong Kong case*

Based on Alexander's (2009) notion of pedagogy as 'the observable act of teaching together with its attendant discourse' (p.5), I argue that developing inclusive pedagogy requires teachers to consider not only some general principles of teaching (*cf.* p.54/Table 3.4 and p.57/Table 3.5), but also the culturally-specific ideas by which their act of teaching is informed and justified. For example, literature has widely acknowledged 'peer-group interactive approaches' (Rix et al., 2009, p. 92) as effective means to include all learners

in the mainstream classroom. My synthesis on p.57/Table 3.5 has also hypothesised inclusive pedagogy as one that ‘encourages all students to support one another’s learning’. As I pointed out in Section 3.2.1, inclusive pedagogy concerns both the choice of strategies (as informed by, for example, some general principles of teaching), and their use (so that the learning and participation of all children are increased). Thus, in developing more inclusive practices, a starting question for teachers to consider is *how* ‘peer-group interactive approaches’ might support everyone’s learning, and without marginalising some because of their differences. One way to develop an inclusive pedagogical approach (Black-Hawkins & Florian, 2012) is to encourage all children to work collaboratively in the form of a learning community. This can be fostered through enriching and extending to every learner what is ordinarily available in the classroom (rather than, differentiating strategies for most and some).

Meanwhile, while translating such *knowing* into practice, it is inevitable that teachers engage with some ‘taken-for-granted [cultural] frameworks of expectations, values and beliefs about what constitutes good learning’ (Jin & Cortazzi, 2008, p. 178). For example, Phillipson (2007) argues that many Chinese learners prefer individual learning to working in groups. Similarly, Cheng (2000) points out that Asian children in general tend to be reluctant to engage in classroom discussions, not least when they are expected to present and examine opposing ideas. As explained by Kennedy (2002), the Confucian-heritage Culture (CHC), with its strong collectivistic orientation, emphasises group goals and connectedness among in-group members. Therefore, some children are especially concerned with maintaining harmony when they work with others, during which silence is culturally recognised as a sign of respect. Furthermore, Littlewood (1999) hypothesises that the Chinese collectivist value promotes uniformity rather than individuality (see also Nguyen et al., 2009; Phillips, 2002; Thanh, 2014; Xu & Clarke, 2013). Most students from within the CHC consider themselves as inseparable from their in-groups, and are therefore more inclined to display their interdependent (*vis-à-vis* independent) selves (Table 3.6). As a face-saving strategy, for example, children seldom expose their difficulties in learning, or discuss them with their peers and teachers.

These characteristics of Chinese learners are, of course, generalisations (see also Rao & Chan, 2009). However, such observable act of learning, among other reasons, may help explain why many teachers in Hong Kong prefer the whole-class approach to small-group,

or individual teaching (Luk-Fong, 2005). One implication for understanding inclusive pedagogy in context is that even though what teachers do appears to be in contrast with some general principles of teaching (for example, that they draw upon the whole-class, rather than ‘peer-group interactive approaches’), they may not necessarily lack the knowledge or efforts to teach the diversity of learners for whom they are responsible. Their pedagogical decision-making is somehow shaped by the sociocultural context in which teaching and learning take place.

*Table 3.6 Interdependent and independent conceptions of the self*

<b>The interdependent self</b>	<b>The independent self</b>
<i>More likely to...</i> pay attention to the group when forming opinions and attitudes	<i>More likely to...</i> be disposed to express individual, unpredictable views
feel comfortable in vertical, unequal relationships	prefer horizontal, equal relationships
emphasise harmony and cooperation in the in-group	be willing to enter into confrontation and competition
attach importance to preserving face (their own and others’)	be willing to express open criticism
attach importance to supporting group goals and expectations	attach importance to individual goals and ‘self-actualisation’

(Adapted from Littlewood, 1999)

### 3.2.3 *Tapping into teachers’ craft knowledge of their inclusive practices*

Dreyfus & Dreyfus (2009) highlight the value of exploring how teachers make contextualised judgments in and for different situations. Hagger & McIntyre (2006) consider this aspect of teachers’ pedagogical know-how, which they develop on the job through continuous processes of reflection and practical problem-solving, as their working professional craft knowledge. It represents the rich veins underneath what teachers do (for example, the *believing* that informs their *doing*), which are largely tacit and highly personal (see also ‘practical competence’ by McNamara & Desforjes (1978); ‘practical knowledge’ by Elbaz (1983); ‘situated knowledge’ by Leinhardt (1988); ‘knowing-in-action’ by Schon (1994); ‘wisdom of practice’ by Shulman (2004); and ‘personal knowledge’ by Eraut (2007)).

In Table 3.7, I summarise the three intended connotations of professional craft knowledge (Hagger & McIntyre, 2006). I also explore their implications for understanding teachers' craft knowledge of their inclusive practices in context (see also Black-Hawkins & Florian, 2012). Given my situated approach to theorising pedagogy (*cf.* Section 3.2.2), I argue that in every practice of teaching a diversity of learners, teachers draw on their craft knowledge for appropriate use. This is in response to the range of specific ideas that locate, formalise, and enable their day-to-day teaching (for example, and in the case of Hong Kong, p.60/Figure 3.6).

*Table 3.7 Teachers' craft knowledge of their inclusive practices in context*

<b>Intended connotation of teachers' professional craft knowledge</b> (Hagger & McIntyre, 2006, p. 34)	<b>Implications for understanding teachers' professional craft knowledge of their inclusive practices in context</b>
It is a kind of knowledge embedded in everyday practice	It is a kind of knowledge embedded in everyday practice <i>of teaching a diversity of learners</i>
Each individual teacher will have a distinctive craft knowledge although many features will be common across teachers	Each individual teacher will have a distinctive craft knowledge <i>of teaching a diversity of learners</i> , although many features will be common across teachers
The teacher craftsperson can be expected to draw on an individual repertoire of craft knowledge for appropriate use in each specific situation	The teacher craftsperson can be expected to draw on an individual repertoire of craft knowledge for appropriate use in each specific situation <i>where they support everyone's learning</i>

For example, standardised assessments have been used by many Confucian-heritage settings to select and reward talents (Chinese Civilisation Centre, 2007). In some Asian contexts like China, Hong Kong, Taiwan, Singapore, Korea, and Japan, good performance in public examinations is usually associated with potential returns like social status, preferment, public respect, and economic advancement (Chan, 2009; Phillipson, 2007). It is considered as a legitimate meritocratic basis for everyone, regardless of their social background, to achieve upward mobility in society (Lee, 1996). This offers most Chinese learners a pragmatic purpose to engage in examinations (Salili et al., 2001). More recently, Poon & Wong (2008) point out that students in Hong Kong are so adapted to the nationwide assessment mechanism, that it has become the major 'driving force' (p.51) for their study. Similarly, Moneta & Siu (2002) argue that most high achievers in the former Hong Kong Certificate of Education Examination (HKCEE) were mainly driven by extrinsic

motivation (for example, promise of rewards and punishment), rather than self-interest alone. They had a strong belief in the ‘functional value’ (Biggs, 1998, p. 105) of achieving in this very competitive examination, not least within the sociocultural setting of Hong Kong.

*Table 3.8 Hong Kong Certificate of Education Examination – Statistics*

<b>Year</b>	<b>Total candidates</b>	<b>Candidates meeting the minimum entry requirement for the Hong Kong Advanced Level Examination (%)</b>
2010	122, 387	47, 816 (39.1)
2009	115, 527	47, 193 (40.9)
2008	106, 770	44, 757 (41.9)
2007	102, 837	41, 357 (40.2)

(Hong Kong Examinations and Assessment Authority, 2015b)

Indeed, most Chinese learners believe that success is largely attributed to diligence, while failure is seen as a result of lack of effort (Biggs, 1996; Chan, 2009; Chen et al., 1997; Cheng, 1990; Phillipson, 2007; Rao & Chan, 2009; Salili et al., 2001); they are often taught to work hard, even though the probability of success is low (see also my earlier reflection in Section 1.2). Given this cultural emphasis on effort and endurance, alongside the functional value of performing in public examinations, assessment of learning (Lee, 2007) could be an effective means to improve the participation of all children. This is despite the summative purpose that it primarily serves (Curriculum Development Council, 2017b; William, 2001), which aims to provide evidence for making judgements on students attainment, rather than, as I have synthesised on p.57/Table 3.5, to advance their learning and achievement.

Hence, while developing more inclusive practices in context, it is important for teachers to draw on not only their context-independent knowledge (Flyvbjerg, 2004), but also their ‘individual repertoire of craft knowledge for appropriate use in each specific situation’ (Hagger & McIntyre, 2006, p. 34; cf. p.63/Table 3.7). Doing so enables teachers to further ‘practicalise’ (Tsui, 2009 p.429) what they already know about teaching a diversity of learners, and in ways that respond to the multidimensional contexts of where they work. With reference to the Hong Kong case in particular, Watkins & Biggs (2001) explain how the inclusive *doing* of some teachers is closely bound up with the broader culture:

*Attempts by teachers to engage in more enlightened practices are frequently stymied by local culture. A primary school teacher reports that some parents at her school checked their children's homework to ensure that all chapters in the textbook had been covered, and all work items in the text has been set. If they were not satisfied, they immediately filed a complaint to the District Education Office, which took their side and put pressure on the headmaster to bring the teachers in line. In the fiercely competitive game of norm-referenced testing, in preparing for secondary selection, parents are determined that no other child might get an edge on their own child (p.15).*

Given this 'particularity and complexity' (Stake, 1995, p.xi) of pedagogy, I argue that it is essential for teachers to engage with 'doing' inclusion, if they are to extend the craft knowledge of their inclusive practices (see also my conceptualisation of inclusive pedagogy on p.20/Table 1.2). In so doing, teachers are offered: first, a practical lens to interrogate the complex range of pedagogical decisions that they are required to make (Hammerness et al., 2005), and second, contextual opportunities to apply and synthesise what they *already* know about the teaching a diversity of learners (e.g. p.56/Table 3.4 and p.57/Table 3.5). I agree with Flyvbjerg (2004) that 'virtuosity and true expertise are reached only via a person's own experiences as practitioners of the relevant skills' (p.422). It is the multiple wealth of details in real-life classroom situations that allows teachers to develop a nuanced view of the sociocultural realities of supporting everyone's learning in context.

Meanwhile, Tsui (2009) highlights the importance for teachers to deliberate and reflect on their own practices. This enables them to practicalise further what they already know about teaching, and in response to the 'organic systemicity' (Stake, 2006, p. 2) of the classroom and school (see also Barnett et al., 2004; Flyvbjerg, 2004; Norwich & Lewis, 2005; Siraj-Blatchford et al., 2002). Pollard et al. (2014) argue that teachers are more likely to, through engaging in the cyclical process of monitoring, evaluating, and revising their own teaching, 'creatively mediate external requirements' (p.87). For example, they might identify innovative strategies, which enable them to enhance teaching effectiveness within given spaces and boundaries. As pointed out by Osborn et al. (2000), such creative mediation is especially helpful in contexts where teachers resist implementing aspects of

external requirements, not least those that they have reservations about (*cf.* the WSA in Hong Kong as I discussed in Section 3.1).

This perspective on developing pedagogy has prompted me to consider how teachers, through continuously reflecting on their own inclusive practices, might respond to the contextual challenges of teaching a diversity of learners. Based on my discussion on inclusive pedagogy thus far, I propose in Figure 3.7 three starting questions to frame this process. They set out to guide teachers through considering some general principles of teaching, translating these principles into more inclusive practices, and practicalising what they already know about teaching a diversity of learners. One of my overall goals is to engage teachers in a participatory approach (Nind, 2014b) to developing their own inclusive pedagogy. To achieve this, I create space for teachers self-questioning and inquiry (Ainscow & Miles, 2011). This helps to further their interests by addressing the problems they own in relation to teaching the diversity of learners (Black-Hawkins & Amrhein, 2014).

**Thinking about this particular lesson on (date)...**

1. What strategies might be used (e.g. p.53/Figure 3.3, and p.54/Figure 3.4)?
2. How could these strategies be used to support the learning of all children (*cf.* p.56/Table 3.4, and p.57/Table 3.5)?
3. To what extent are these inclusive practices effective in context (amid, for example, ideas proposed on p.59/Figure 3.5)?

*Figure 3.7 Developing inclusive pedagogy – Some starting questions*

### 3.3 Paving the way

In this chapter, I have drawn upon *Reading inclusive pedagogy* to further my understanding of the key concepts of the thesis. In Section 3.1, I presented the quality education movement in Hong Kong. I examined the cultural framework of expectations, values, and beliefs for understanding the essence of quality school education from within the sociocultural context (*cf.* p.47/Figure 3.1). I then went on to discuss the local approach to inclusive education, the Whole School Approach to Integrated Education (WSA). Since 1997, the WSA has encouraged mainstream schools in Hong Kong to admit, or indeed re-integrate, an increasing diversity of learners (*cf.* p.50/Table 3.3). Underpinning the WSA is an assumption that all teachers are capable of supporting everyone's learning, including some 'disabled' (*sic*) children who constantly experience difficulties in local primary and secondary schools.

Recently, public attention in Hong Kong has also be drawn to some other marginalised groups of pupils. For example, Kennedy (2012) cautions that the school participating rate of ethnic minority children in Hong Kong, who account for roughly 3 per cent of the total school population, declines from primary to tertiary education. Since 2000, the government has offered financial incentives for public-sector schools to admit more immigrant students from mainland China (see Table 3.9), alongside children who do not speak Chinese as their first language (but, for instance, Bahasa Indonesia, Hindi, Nepali, Tagalog, Thai, or Urdu). In 2017, the Curriculum Development Council (2017) further put forward a broader conceptualisation of learner diversity. It acknowledges that:

*[i]n every classroom, there are students who grow and learn at different paces and in different ways. We [the Curriculum Development Council] believe that all students are capable of learning and can make progress in their learning although they may differ in various ways, including their prior learning experiences, abilities and disabilities, cultural backgrounds, learning interest and preference (ibid., p.2).*

This calls for a shift in perspective to which inclusive pedagogy is seen as 'what teachers do to give meaning to the unending process of increasing learning and participation for *all* students' (that is, my earlier conceptualisation on p.20/Table 1.2), rather than primarily of integrating or catering to some specific groups of learners (as suggested by the policy discourse of the WSA).

In conceptualising inclusive pedagogy (*cf.* p.20/Table 1.2), I have also hypothesised that it ‘develops as soon as the process of increasing participation is started’. Nonetheless, this development does not seem to be particularly obvious in the Hong Kong school context. Although the WSA has been implemented for more than two decades, many teachers are still in doubt of their capacity for supporting the learning of all children; they seem ‘under-prepared and [are] often overwhelmed by the unexpected learner diversity in classrooms and school’ (Yuen, 2018, p. 260). In response to this, the government of the HKSAR has established in about 65 per cent of the public-sector schools a Special Educational Needs Coordinator (SENCO) (Education Bureau, 2019d). These 544 designated teachers are expected to lead the student support team, and assist their school principal in better planning, coordinating, and implementing the WSA. I return to this initiative in the final chapter of my thesis.

*Table 3.9 Newly admitted pupils from the mainland (Primary education) – Statistics*

<b>School year</b>	<b>Student enrolment</b>	<b>Newly admitted pupils from the mainland (%)</b>
2014/15	329,300	4,403 (1.34)
2015/16	337,558	3,824 (1.13)
2016/17	349,008	4,039 (1.16)
2017/18	362,049	4,202 (1.16)
2018/19	372,465	5,743 (1.54)

(Education Bureau, 2019a)

In Section 3.2, I explored the notion of inclusive pedagogy. This has enabled me to reflect on my growing understanding of teachers’ inclusive practices, based on international literature. In Section 3.2.1, I synthesised from evidence some general principles of teaching. I also considered their implications for understanding an inclusive pedagogy for all learners (summarised as p.56/Table 3.4 and p.57/Table 3.5). Although research has suggested close parallels between teachers’ inclusive pedagogy and their ‘everyday pedagogy of teaching’ (Rix & Sheehy, 2014, p. 459), I argued that there is a gap between what some teachers *already* know about responding to learner differences, and what they actually do in practice to support everyone’s learning. This has led to my discussion in Section 3.2.2 about developing inclusive pedagogy in context. By theorising pedagogy as ‘the observable act of teaching together with its attendant discourse’ (Alexander, 2009, p. 5), I argued that what teachers do in practice is reflective of the wider sociocultural context in which their teaching takes place. Their teaching is informed by a range of

constraints and opportunities from within the macro-culture, the meso-system, and the micro-classroom (for example, p.59/Figure 3.5).

This situated approach to understanding pedagogy has two implications. First, developing inclusive pedagogy in context requires teachers to not only draw on their context-independent knowledge of teaching (of which I discussed in Section 3.2.1), but also practicalise what they already know in response to the 'situationality' (Stake, 2006, p.9) of the classroom and school. This may, as a result, bring forth variability in how teachers give meaning to the unending process of 'doing' inclusion (*cf.* p.20/Table 1.2). Second, given this analytical lens of pedagogy, teachers' inclusive *doing* must be considered *in situ*, and as a function of the minds and motives of individual teachers. It cannot be understood through a simplistic checklist approach (Florian & Black-Hawkins, 2011). This is because any research-based knowledge about teaching may, at most, take us only a limited way towards an understanding of teachers' inclusive practices. As pointed out by Shulman (2004),

*[w]e must always treat teachers and their activities with respect. We must try to understand teachers' action and reactions from their perspective in the classroom, because what may look like foolishness to an observer in the back of the room may look like the only route to survival from behind the teacher's desk (p.264).*

Given this emerging understanding of inclusive pedagogy in context, I explored in Section 3.2.3 how teachers make situational decisions when they seek to support everyone's learning. This concerns the craft knowledge of their inclusive practices (Black-Hawkins & Florian, 2012) that arises from, and in turn, informs their act of teaching. Through working within the ecology of pedagogy, and engaging with teaching a diversity of learners in context, teachers are enabled to obtain a nuanced view of the multidimensional realities of 'doing' inclusion. This supports my earlier conceptualisation of inclusive pedagogy: that it 'develops as soon as the process of increasing participation is started' (*cf.* p.20/Table 1.2). To reflect further on these considerations, I drew on the context of Hong Kong, alongside some characteristic forms of teaching and learning happening from within the Confucian-heritage Culture. Finally, I proposed three starting questions for teachers to reflect on the inclusivity of their classroom practices. These are reproduced in the first column of Table 3.10 below. In the second column, I further discuss

their implications for developing inclusive pedagogy in context. In answering the three questions, teachers are able to articulate and address their very own problems in relation to teaching a diversity of learners.

*Table 3.10 Developing inclusive pedagogy – Some starting questions, and why*

<b>Thinking about this particular lesson on (date)...</b>	<b>Implications for developing inclusive pedagogy</b>
1. What strategies might be used?	To consider some general principles of teaching (e.g. p.53/Figure 3.3, and p.54/Figure 3.4)
2. How could these strategies be used to support the learning of all children?	To translate these principles of teaching into more inclusive practices ( <i>cf.</i> p.56/Table 3.4, and p.57/Table 3.5)
3. To what extent do these inclusive practices effective in context?	To practicalise in context these inclusive practices (amid, for example, ideas proposed in p.59/Figure 3.5)

Thus far, my reading about inclusive pedagogy has led to the development of two research questions worth pursuing in the Hong Kong school context:

**RQ1. What do teachers do in practice to support everyone’s learning?**

**RQ2. What do teachers believe about teaching a diversity of learners?**

By exploring what teachers do in practice to support everyone’s learning (RQ1), and what they believe about teaching a diversity of learners (RQ2), my overall research aim is to obtain a theoretical understanding of inclusive pedagogy that supports the learning of all children in context. This concerns not only the act of teaching *per se* (that is, the *what* and *how* of teachers’ inclusive practices, as I discussed in Section 3.2.1), but also the reasons *why* these practices are used as situational responses to teaching a diversity of learners. Watkins & Biggs (2001) highlight the value of exploring teachers’ inclusive practices against the cultural backdrop of the CHC:

*Students from Confucian-heritage Cultures [CHC] are taught in classroom conditions that in terms of Western standards cannot be conducive to good learning: large classes, expository methods, relentless norm-referenced assessment, and harsh classroom climate. Yet CHC students out-perform Western students, at least in*

*science and mathematics, and have deeper, meaning-oriented approaches to learning (p.3).*

In view of this so-called ‘paradox of the Chinese learners’ (Rao & Chan, 2009, p. 5), some researchers have called for a bottom-up approach to understand teachers’ inclusive practices from within the Hong Kong context (see, for example, Cheng, 2007; Li, 2014; Luk-Fong, 2005; Phillipson, 2007). For instance, Cheng (2007) argues that the Chinese collectivist value, which tends to favour uniformity over diversity, has induced in the HKSAR quite a ‘rigidly defined’ (p.38) school curriculum. Its design and implementation are strictly controlled by several local government authorities, including the Curriculum Development Council, the Curriculum Development Institute, the Hong Kong Examination and Assessment Authority, and the Education Bureau. Given these particularities of the macro-culture and the meso-system, how do teachers practicalise within the micro-classroom their context-independent knowledge about teaching (RQ1), and why (RQ2)?

Together these concern their craft knowledge about how best to support everyone’s learning in context. For example, I illustrated in Section 3.2.3 that some Chinese teachers tend to use summative assessment to engage the participation of all learners (*vis-a-vis* formative assessment, as what I have synthesised as a principle of teaching on p.57/Table 3.5). I argued that this is partly due to the functional value attached to performing in high-stakes public examinations from within the CHC (see also Ecclestone & Pryor, 2003), together with the growth mindset (Dweck, 2012) encapsulated in the sociocultural activities of teaching and learning (that everyone can achieve through continuous efforts). As demonstrated by this example of ‘inclusive pedagogy in action’ (Black-Hawkins & Florian, 2012, p. 575): where there are connections between teachers’ inclusive *doing* (RQ1) and *believing* (RQ2), these connections provide insights into the inclusive *knowing* embedded in the teachers’ pedagogy. Here, I refer to Rouse’s (2006) argument that developing more inclusive practices is about the *doing, believing, and knowing* of teachers (see, for example, Figure 3.8 for some key affordances).

### Developing more inclusive practices is grounded on teachers' ...

#### *Doing. For example,*

- turning knowledge into action;
- using evidence to improve practice;
- learning how to work with colleagues as well as with children;
- using positive rewards and incentives.

#### *Knowing about, for example,*

- teaching strategies;
- disability and special education needs;
- how children learn;
- what children need to learn;
- classroom organisation and management;
- where to get help when necessary;
- the best ways to assess and monitor children's learning;
- the legislative and policy context.

#### *Believing, for example,*

- that all children are worth educating;
- that all children can all learn;
- that they have the capacity to make a difference to children's lives;
- that such work is their responsibility and not only a task for specialists.

(Rouse, 2006)

Figure 3.8 Developing inclusive pedagogy – Three underlying elements

In formulating the two research questions, I have in particular drawn on one consistent finding from research evidence: the inclusivity of teachers' pedagogical practices is closely related to their beliefs about teaching a diversity of learners. For example, and as already discussed in Section 3.2.1, developing inclusive pedagogy requires teachers to believe in: first, the transformability of students' learning capacity (Swann et al., 2012), and second, their own capacity to support the learning of all children (see also the concept of teacher self-efficacy as discussed by Sharma et al., 2012). This inclusive *believing*, among others (*cf.* p.72/Figure 3.8), enables teachers to better accept their responsibility for the learning and achievement of all pupils (*vis-a-vis* those who do not believe that they are able to make a difference). Given this deeply embedded relationship between what teachers do to support everyone's learning, and what they believe about teaching a diversity of learner, I have decided to explore in the thesis both their inclusive *doing* and *believing* (the contextual relevance of which has been discussed by, for example, Forlin et al., 2014; Leung & Mak, 2010; Li & Cheung, 2019).

Finally, the WSA is constructed by the local authority as a means to achieve more quality education in context (see my earlier discussion in Section 3.1). This is despite the challenges that many schoolteachers in Hong Kong face when they seek to support the learning of all children (including, for example, p.50/Table 3.3, and p.68/Table 3.9). In

view of this policy-practice gap, I argue that more efforts are needed to reconstruct the discourse of the WSA as offering solutions, rather than presenting problems, to the everyday pedagogy of teaching (see also Nind, 2005). One way to achieve this is to encourage more 'collaborative conversation' (O'Hanlon, 2003, p. 71) between all teachers and other stakeholders. This enables everyone to deepen their understanding of what is needed, and to discuss resolutions to any controversial issues. I seek to facilitate this process through helping teachers to articulate *their* experiences of teaching a diversity of learners, as well as representing and sharing (Hiebert et al., 2002) the professional craft knowledge of their inclusive practices in context.

## **4. Researching inclusive pedagogy**

In this chapter, I discuss how I have designed a systematic, empirical, and critical investigation (Cohen et al., 2018) of teachers' inclusive pedagogy. To begin with, Section 4.1 explores issues related to the paradigm of my enquiry. I reflect on how I have conceived the reality of pedagogy. This is to consider the underlying theories of explanation, of truth, and of verification (Pring, 2015). Based on these ontological and epistemological assumptions, I explain the processes I used to identify a 'fit for purpose' (Boaz & Ashby, 2003, p. 3) methodological framework for researching inclusive pedagogy. Furthermore, I review some similar empirical studies, and evaluate the strengths and limitations of their research approaches. Section 4.2 focuses on my purposive sampling process. I discuss how I identified the six case study teachers as instrumental cases to study the embodiment of inclusive pedagogy, including what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). In Section 4.3, I discuss the strengths and weaknesses of the various data collection methods I used in the study. I also explain how I identified and captured evidence of the teachers' inclusive *doing* and *believing* in an ethical sense. This involved respecting and including all teachers in the processes as far as possible through an inclusive methodological approach. Besides, I report on a pilot study that I conducted, and the adaptations to the data collection tools that I subsequently made. Finally, Section 4.4 focuses on making sense of teachers' inclusive pedagogy. I elaborate on the strategies that I used to examine the variety of evidence collected. I also describe the analytical processes through which the major themes for understanding inclusive pedagogy has gradually emerged from these sources.

#### 4.1 Theorising inclusive pedagogy

According to Poulson & Wallace (2004), the nature of a research question, and so the contents and outcomes of an enquiry, are largely informed by the value stance of the researchers, including their beliefs, values, and assumptions. Such a theoretical framework, which influences the way knowledge is studied and interpreted, is also referred to terminologically by some as the research paradigm (for example, Mertens, 2005). Walter (2006) argues that the paradigm of an investigation influences largely its methodology, not least by affecting how theoretical perspectives are developed therein. This view is shared by MacKenzie & Knipe (2006), who consider the research paradigm as ‘paramount’ (p.200) to the choice of its methodology. Similarly, Scotland (2012) states that all research methods can be traced back, through methodology and epistemology, to an ontological position of what constitutes reality (see Figure 4.1). The same is illustrated by Stake (1997) in his example of seeking ‘sweet water’ in the American context; he highlights the importance of understanding in the first place the ‘constructed truth’ (p.406) of sweetness (and in his case, as a subjective precious discovery, rather than an objective sugary taste). As a point of departure for researching inclusive pedagogy, therefore, I reflected on my own value stance by revisiting the two research questions:

**RQ1. What do teachers do in practice to support everyone’s learning?**

**RQ2. What do teachers believe about teaching a diversity of learners?**

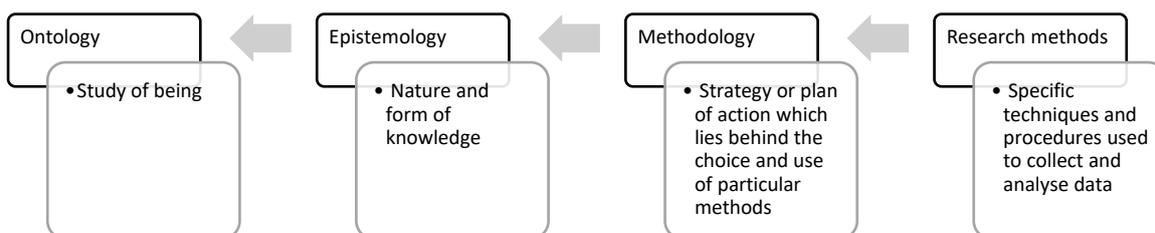


Figure 4.1 Tracing back within the research paradigm

(Scotland, 2012)

Given the pedagogical challenges that many teachers in Hong Kong face when they seek to translate into practice the local education for all policy (aka the Whole School Approach to Integrated Education), my two research questions set out to explore what teachers do in practice to support everyone’s learning (*doing*), and what they believe about teaching a diversity of learners (*believing*). This empirical understanding of inclusive pedagogy is of particular theoretical significance, not least when many teachers appear reluctant to

facilitate greater inclusion in context (*cf.* Section 3.1.2; see also Cheng, 2007, for example). A key hypothesis underpinning my two research questions is that pedagogy concerns teachers' practical and interactive responses (Kershner, 2014) to their contextual surroundings, including the macro-culture, the meso-policy/school systems, and the micro-classroom (Alexander, 2008). It is about the 'dialectical relationship between teachers' contexts of work and the way teachers respond to them, which entails that the knowledge so constituted would be different' (Tsui, 2003, p.67). Thus, my underlying ontological assumption of pedagogy acknowledges the particularity and complexity of how individual teachers respond to their contexts of work. Black-Hawkins & Florian (2012) have pointed out the usefulness of this theoretical perspective in supporting the transfer of teachers' inclusive pedagogical knowledge:

*The **variability in practice** where some teachers are able to work with diverse student groups, including children who have been identified as having special or additional support needs while others maintain they cannot, suggest that there is still much that can be learnt from those teachers who are able to sustain a commitment to inclusion in their classroom (ibid., p.568; **emphasis added**).*

This subjective approach (Cohen et al., 2018) to theorising inclusive pedagogy as teachers' professional craft knowledge (*vis-à-vis* natural science) has guided my judgement about methodology. First, I decided to conduct the study in natural rather than artificial settings. This was to explore inclusive pedagogy *in situ*. Second, I sought to offer a rich description of how various contextual variables interact with the act of teaching. This involved collecting a variety of evidence relevant to understanding teachers' inclusive practices. Third, given the particularity of the pedagogical construct, I decided to adopt an idiographic rather than a nomothetic approach to data collection (Coe, 2017). The overall goal of my study would be to understand the subjective behaviour of individual teachers (*idios*), rather than to generate laws that account for a so-called objective reality of teaching (*nomos*).

With these epistemological boundaries in mind, I considered further the approach by which teachers' inclusive pedagogy could be captured. While an extensive literature has offered methodological insights as to how teachers' inclusive *doing* and *believing* in context are researched separately (for example, Luk-Fong, 2005; Rakap & Kaczmarek,

2010), references on the joint investigation of both are relatively limited. Devine et al. (2013) conducted a mixed methodological study to explore Irish teachers' beliefs about 'good' teaching, and their classroom behaviours. Their data collection strategies included the use of questionnaire, classroom observations, and interviews with teachers and principals. Where this study differs from mine is that it carried a nomothetic rather than an idiographic assumption. Also, the authors did not take into account the particularity of pedagogy. Thus, they did not explore the connections between the *believing* and *doing* of individual teachers.

In the Scottish context, Florian & Black-Hawkins (2011) investigated the inclusive pedagogy of 11 teachers from two primary schools in terms of what they do, as well as why and how. Their research design was a form of an embedded multiple-case study (Yin, 2014). Classroom observations and subsequent interviews were carried out within a six-month research period, during which individual teachers' *doing* and *believing* were explored. While this study shares a common ontological assumption with mine regarding how pedagogy is understood, I am aware that it carried assumptions about inclusive pedagogy that had emerged from the authors' prior studies (Figure 4.2). In contrast to my *emic* approach to understanding teachers' inclusive practices, methodological differences in terms of, for example, research instruments and data analysis might arise.

**'Inclusive pedagogy'** requires...

- shifting the focus from one that is concerned with only those individuals who have been identified as having 'additional needs', to learning for all children in the community of the classroom;
- rejecting deterministic beliefs about ability as being fixed and the associated idea that the presence of some will hold back the progress of others;
- seeing difficulties in learning as professional challenges for teachers, rather than deficits in learners, that encourage the development of new ways of working.

(Florian & Black-Hawkins, 2011)

*Figure 4.2 Key assumptions about inclusive pedagogy underpinning study*

Based on my theoretical understanding of inclusive pedagogy, and through the scrutiny of similar studies, I decided to adopt a case study approach for my investigation. This was owing to three of its defining characteristics. First, according to Stake (1995), a case study concerns 'the study of the particularity and complexity' (p.xi). This fulfils my ontological

commitment to theorising pedagogy as a particular and complex entity (Alexander, 2008; p.59/Figure 3.5). Second, a case study investigates a contemporary phenomenon within its real-world context (Yin, 2014). This supports my objective of researching teachers' inclusive pedagogy in the natural real-world setting of Hong Kong. Third, a case study collects multiple sources of evidence by using a variety of data collection methods (Creswell, 2018). This methodological hybridity is especially helpful to my enquiry, in which two variables of interests (i.e. teachers' inclusive *doing* and *believing*) are involved. As informed by prior studies, while interviews and surveys are most commonly used to understand teachers' attitudes and beliefs (e.g. Devine et al., 2013; Siraj-Blatchford & Sylva, 2004), observations appear to be an established means to examine teachers' classroom behaviours (e.g. Florian & Black-Hawkins, 2011; Ohna, 2005). A commitment to the case study approach would allow me to consider a variety and a combination of data collection methods within the naturalistic paradigm (Golafshani, 2003).

## 4.2 Sampling inclusive pedagogy

The above discussion has made explicit the gradual process I took to select the case study approach as the methodology for my investigation. Its methodological appropriateness is grounded in my ontological assumption about the nature of pedagogy, the epistemological considerations emerged therefrom, as well as references to prior empirical studies of similar kinds. I decided that the best approach was to focus on an individual teacher (for a single-case design), or multiple teachers (for a multiple-case design).

My next methodological decision concerned sampling. That is, which teachers, and in which schools and classes. I chose a purposive sampling (Silverman, 2010) because to address my research questions, it was necessary to identify cases in which the phenomenon was likely to be prominent. Robson (2011) highlights the importance of adopting a non-probability sampling in what he has termed a 'critical case study':

*... when your theoretical understanding is such that there is a clear, unambiguous and non-trivial set of circumstances where predicted outcomes will be found. Finding a case which fits, and demonstrating what has been predicted, can give a powerful boost to knowledge and understanding (p.182).*

My sampling goal, therefore, was to identify a teacher (for a single-case design) or more (for a multiple-case design) who could offer considerable insights into inclusive pedagogy within the Hong Kong school context. However, similar to other 'conceptual diversities' (p.265) in the field of inclusive education (Göransson & Nilholm, 2014), the term inclusive pedagogy has attracted different interpretations to date (compare, for example, Florian & Spratt, 2013 with Lewis & Norwich, 2005; see also discussion in Section 3.2.1). Its lack of definitional clarity (Forlin, 2007b) posed a methodological challenge for me to identify valid instrumental cases through any referral sampling strategies, such as reputational case sampling (Teddlie & Yu, 2007), or snowball sampling (Browne, 2005).

### 4.2.1 Identifying the teachers

With this in mind, I decided to adopt the Hong Kong Chief Executive's Award for Teaching Excellence (CEATE) as a sampling framework. Presented annually by the Education Bureau (EDB), the CEATE recognises teachers in Hong Kong who demonstrate excellent teaching practices in various Key Learning Areas (KLAs) (Assessment Working Group of

the CEATE, 2014). I compare in Table 4.1 all six excellence indicators used in the CEATE, with relevant statements from the Hong Kong Indicators for Inclusion<sup>8</sup> (Education Bureau, 2008; Heung, 2006). This is to illustrate the similarities shared by both sets of official rhetoric, and thus the extent to which the conceptualisation of teaching excellence in the CEATE might serve as a terminological manifestation of inclusion in context. I concluded that adhering to these culturally-specific indicators for teaching excellence would support my overall goal of exploring teachers' inclusive practices within the sociocultural context of Hong Kong.

*Table 4.1 Indicators for Teaching Excellence vs. Indicators for Inclusion*

<b>Indicators for Teaching Excellence</b> (Assessment Working Group of the CEATE, 2014)	<b>Indicators for Inclusion</b> (Education Bureau, 2008)
<i>Teaching practices that are...</i>	
(i.i) outstanding and/or innovative and proven to be effective in enhancing students' <u>motivation</u> and/or	(IV.ii) Students are <u>motivated</u> to learn
(i.ii) in helping students to <u>achieve</u> the desired learning outcomes or	(II.xiv) Assessment facilitates the <u>achievement</u> of all students
(i.iii) creatively adapted from exemplary teaching practices <u>from elsewhere</u> to suit the local (i.e. school-based and/or student-based) context, with proven effectiveness in enhancing students' learning outcomes	(III.xiv) <u>Community resources</u> are known and drawn upon (II.iv) Teachers plan, teach, and review <u>in partnership</u>
(ii) based on a coherent conceptual framework, showing <u>reflective</u> practices	(II.iv) Teachers plan, teach, and <u>review</u> in partnership
(iii) inspiring and can be <u>shared</u> with colleagues to improve the quality of education	(II.iv) Teachers plan, teach, and review <u>in partnership</u> (III.xvii) Staff <u>collaborate</u> with each other
(iv) <u>instrumental</u> in achieving the learning targets of the (English Language Education) KLA	(II.xiv) Assessment <u>facilitates</u> the achievement of all students (II.xv) Homework <u>contributes</u> to the learning of all (IV.iii) Academic performance of students has <u>improved</u> (IV.iv) Multiple intelligence of students is <u>developed</u>

Through this sampling framework, I was able to identify 765 teachers as my potential 'case candidates' (Yin, 2014, p.95; see Table 4.2). All of them were recipients of the CEATE

<sup>8</sup> The Hong Kong's Indicators for Inclusion have been used in the local school context since 2004. These indicators are largely adapted from the UK's Index for Inclusion (Booth & Ainscow, 2002).

from 2003/2004 to 2014/2015. They were either presented with the Award for Teaching Excellence, or the Certificate of Merit. To reduce the size of this potential sample for research practicality (that is, to ensure that the data collection fitted into a six- to nine-month framework during my doctoral study), I further developed a set of inclusion criteria for judgemental sampling (Fogelman & Comber, 2009). Owing to my professional interests and experiences in teaching English as a second language, I decided to focus on teachers from the English Language Education KLA (91 in total). I approached all of them in writing for their participation (see p.219/Appendix 1 for the letter of introduction). My initial plan was to establish four to six cases for a multi-case design (Stake, 2006). This would allow for attrition during the study. Finally, a total of six teachers accepted my invitation to collaborate (see Table 4.3). Their stories became the six case studies presented in this thesis.

*Table 4.2 Teachers presented with the CEATE from 2003/2004 to 2014/2015*

<b>Key Learning Areas (KLAs)/Themes</b>	<b>No. of awardees</b>
English Language Education KLA	91
Arts Education KLA	54
Chinese Language Education KLA	126
Curriculum Leadership	15
Guidance and Discipline	35
Information Technology in Education	19
Language Development for Students in Kindergarten	3
Language Education (Special Needs)	9
Liberal Studies	5
Mathematics Education KLA	63
Moral and Civic Education	70
Personal, Social and Humanities Education KLA	34
Physical Education / Physical Activities	40
Physical Education KLA	30
Pre-primary Education	21
Science Education KLA	58
Special Education (Special Schools)	25
Special Educational Needs	35
Technology Education KLA	21
<b>Total</b>	<b>765</b>

(CEATE Secretariat, 2014a, 2014b)

The key reasons for establishing multiple cases, in lieu of a single case, are as follows. First, as discussed in Section 4.1, the case study approach in my proposed study serves mainly an instrumental purpose for the better understanding of inclusive pedagogy, which is theorised in the first place as teachers' interactive responses to their unique contexts of work. As each teacher awardee is situated amid a particular pedagogical environment comprising a range of teaching circumstances, including students, curriculum, and school

culture, the variability in their cases is helpful in understanding the multiple realities of inclusive pedagogy. By offering a rich description of ‘those [pedagogical] features that it is intended to describe, explain, and theorise’ (Winter, 2000, p.1), the validity of the research is safeguarded by maximising as much as possible its theoretical validity (Maxwell, 1992), and cross-cultural validity (Matsumoto & Yoo, 2006).

*Table 4.3 Identifying the teachers (Anonymised)*

<b>Teacher *</b>	<b>Year of Award</b>	<b>School</b>	<b>School Type</b>
<i>Yvonne Chung</i>	2014/15	Gate Primary School	Direct Subsidy – Primary
<i>Ingrid Ma</i>	2014/15	Gate Primary School	Direct Subsidy – Primary
<i>Peter Wan</i>	2014/15	Gate Primary School	Direct Subsidy – Primary
<i>Moses Tan</i>	2014/15	Park College	Direct Subsidy – Secondary
<i>Helen Shum</i>	2014/15	Park College	Direct Subsidy – Secondary
<i>Lily Poon</i>	2009/10	Christ College	Government/Aided – Secondary

\* Pseudonym with gender identification removed for anonymity

#### *4.2.2 Representing the school population*

Second, by including teachers from both government/aided schools and schools under the Direct Subsidy Scheme (DSS), the trustworthiness of the study is further enhanced. This is through establishing a non-proportional quota sample (Tashakkori & Teddlie, 2016) that represents the major strata of schools in Hong Kong (see p.34/Table 2.2 for the major types of schools in Hong Kong). It enables a boosted sample (Gorard, 2003) that comprises teachers from the minority school type (that is, the DSS), who may otherwise risk being under-represented in a probability sample. Exploring inclusive practices from across both settings offers insights into ‘knowing not only how it [inclusive pedagogy] works and does not work in general [within the majority of government/aided schools]... but how it works under various local conditions [among, for example, the minority of DSS schools]’ (Stake, 2006, p.40). According to the Hong Kong Legislative Council Secretariat (2014), the DSS is established as an agent to provide ‘high quality [private] schools other than government and aided schools’ (p.1). As I discussed in Section 3.1.1, the local framework for quality school education in Hong Kong encourages teachers to ‘choose the best teaching and learning model that suits the needs of teachers and students of individual schools’ (Education Commission, 1997, p. 19). The inclusion of teachers working in schools under the DSS may arguably offer rich examples of how this principle is enacted in practice, not least as DSS schools enjoy greater flexibility in areas like resources deployment, curriculum design, and student admission (*cf.* Section 2.2; see also Education Bureau, 2018a).

### 4.3 Capturing inclusive pedagogy

With this purposive sample, I began to consider strategies to capture inclusive pedagogy. My goal was to collect, through the six case studies, valid evidence of what teachers do to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). Doing so rests on the premise that teachers are expert-knowers of inclusive pedagogy in context (amid, for example, p.60/Figure 3.6). Their inclusive *doing* and *believing*, and in particular where these overlap, offer rich insights into understanding the multiple realities of how inclusive pedagogy is enacted in practice. As I cautioned in Section 1.2, we shall not underestimate the complexity and individuality of what teachers do in the classroom and school. This theoretical understanding of inclusive pedagogy (*cf.* p.59/Figure 3.5), when put in the context of my data collection, highlights the importance of being non-judgemental about any *doing* and *believing* of the case study teachers. After all, no one is in a better position than the teachers themselves to reflect on their own practice and belief.

Based on this core ethical rationale (Stutchbury & Fox, 2009), which acknowledges teachers' potential for being active and credible producers of (inclusive pedagogical) knowledge, I decided to engage the six case study teachers – as far as possible – in the processes of capturing their inclusive pedagogy. This methodological decision led me towards adopting an inclusive research approach (Seale et al., 2014): one that seeks to encourage those who tend to be the objects of other peoples' research (in my case, teachers) to have a voice in defining knowledge, theory, and practice (Fenge, 2010) about their everyday lives. According to Nind (2014b):

*Inclusive research can be usefully thought of as research that changes the dynamic between research/researchers and the people who are usually researched: it is conceived as research with, by or sometimes for them (see Griffiths, 1998), and in contrast to research on them (p.3).*

Through this participatory approach to exploring inclusive pedagogy, I sought to achieve, among other objectives, a more socially just way of knowing (Cook, 2012). This involved placing the six case study teachers at the centre of, and in some control over, our enquiry. Walmsley (2004) points out that 'only the excluded needs inclusive research' (p.69). Earlier on in Section 3.1.2, I argued that the control model of policy implementation

(Morris & Scott, 2003) has somehow excluded teachers in Hong Kong from engaging with the local inclusive education movement (see also Forlin, 2007a). This may partly explain why many of them are not overly eager to participate in the Whole School Approach to Integrated Education (Yuen et al., 2005). By bringing teachers into the processes of researching inclusive pedagogy, therefore, I aimed to facilitate their more meaningful involvement (Sin & Fong, 2010) in informing the future development of inclusive education in Hong Kong.

While 'striking towards inclusive research' (Fenge, 2010, p. 878), however, I was aware that the options and permutations for actualising this evolving concept could be extensive. For example, there are different perspectives on who gets to participate (Holland et al., 2008; Kellett, 2011), what counts as active participation (Gallacher & Gallagher, 2008; MacLeod et al., 2014), as well as how evidence might be collected inclusively (Black-Hawkins & Amrhein, 2014; Hall, 2014). These different ways of finding out carry two main methodological implications. First, it appears that the boundaries of inclusive research are blurred and shifting (Nind, 2014b). This is similar to theorising the concepts of inclusion and inclusive pedagogy, which can – quite appropriately – take different forms (see, for example, my conceptualisation on p.20/Table 1.2). Second, and based on the first assumption, it makes sense to argue that there is 'no right way to approach inclusive research' (Walmsley, 2004, p.13). Rather, the notion represents a rich variety of empirical efforts, all of which reflect a turn towards democratisation (Nind, 2014a) of the research process.

Inclusive research advocates a shift in the balance of power away from the researchers, and towards those whose lives are at the centre of the study (Black-Hawkins & Amrhein, 2014). The aspiration of doing so creates space for more collaborative activities between different knowers (children, teachers, the elderly, people with learning disabilities, LGBT groups, to name but a few). By drawing upon people who may otherwise be excluded from taking an active role in exploring their own experiences and views (Kiernan, 1999), inclusive research offers different ways of seeing and meaning making (Cook, 2012). This is one of the key methodological strengths of the approach. Similar to my earlier assumption in Section 1.2, it is the power of collaboration – 'like those human pillars in the circus (Sennett, 2009, para. 79) – which enables everyone to gain better insights into the phenomenon (and in my case, of developing more inclusive practices).

Given the variability in which a research could be carried out inclusively, I found it helpful to return to the original definition of inclusive research as proposed by Walmsley & Johnson (2003). Doing so enabled me to: first, scrutinise the key values underpinning the approach, and second, consider how these might be enacted in my own finding out with the six case study teachers. The results of this thinking are presented in Table 4.4.

*Table 4.4 Key values underpinning inclusive research*

<b>Researching with people with learning disabilities (Walmsley &amp; Johnson, 2003)</b>	<b>Implications for researching with <i>the case study teachers</i></b>
The research problem must be one that is owned (not necessarily initiated) by disabled people	The research problem must be one that is owned (not necessarily initiated) by <i>the case study teachers</i>
It should further the interests of disabled people; non-disabled researchers should be on the side of people with learning disabilities	It should further the interests of <i>the case study teachers</i> ; researchers should be on the side of <i>the case study teachers</i>
It should be collaborative – people with learning disabilities should be involved in the process of doing the research	It should be collaborative – <i>the case study teachers</i> should be involved in the process of doing the research
People with learning disabilities should be able to exert some control over process and outcomes	<i>The case study teachers</i> should be able to exert some control over process and outcomes
The research question, process and reports must be accessible to people with learning disabilities	The research question, process and reports must be accessible to <i>the case study teachers</i>

#### *4.3.1 Ethically speaking*

I was keen to collaborate with the case study teachers to make sense of their inclusive *doing* and *believing*. This was the core ethical rationale of my study. To enact this in practice, I considered it crucial to capture inclusive pedagogy within an ethic of respect and understanding. Thus, throughout the empirical work, I sought to develop an equitable and respectful relationship (MacLeod et al., 2014) with each of the teacher participants; I was eager to establish rapport and trust with them. More specifically, I situated every stage of my study within a relational ethical framework (Flinders, 1992), in which all methodological decisions were underpinned by high regard for the teachers. For example, I respected greatly their rights to freedom and self-determination. These included their freedom to non-participation or partial participation, as well as their rights to withdraw or re-join the study at any time for any or no reasons (British Educational Research

Association, 2018). Furthermore, to protect the teachers' rights to weigh up the risks and benefits of being involved (Howe & Moses, 1999), I provided complete and honest information about their involvement in the study with regards to its initial purposes, contents, procedures, reporting, and dissemination of the research (Cohen et al., 2011; see p.221/Appendix 2 for the participant information and consent). More importantly, the teachers' opinions regarding the aforementioned methodological aspects were highly valued throughout the process (see, for example, p.226/Appendix 3 for an extract of our email conversation regarding the dissemination of the research).

One overall objective of my study was to explore the multiple realities of teaching a diversity of learners (Westhues et al., 2008). Given the complexity and particularity of the theoretical construct of pedagogy, I was aware how teachers' inclusive practices might differ in context. Hence, to support any claims of the case study teachers' experiences, member checks were undertaken in our interviews, as well as during and after my data analysis. This sought to empower the teachers to exert control over respectively the processes and outcomes of our study (*cf.* p.86/Table 4.4). In addition, the privacy of all teachers was fully protected; the confidential and anonymous treatments of their personal data ensured that no participants would be identifiable (British Educational Research Association, 2018; as exemplified by p.83/Table 4.3). Finally, I provided each teacher with their case report at the conclusion of my data analysis. This was to share with them the benefits derived from their participation (Oliver, 2010), and to make the findings of our inclusive research accessible to them (*cf.* p.86/Table 4.4)

#### *4.3.2 Methodologically speaking*

Based on the aforementioned core ethical rationales (Stutchbury & Fox, 2009) of an inclusive research (Nind, 2014b), I began to identify research methods through which evidence of inclusive pedagogy could be recognised and collected. These methods would also need to yield credible data (Shenton, 2004) that represent the diverse realities of the theoretical construct. As informed by literature, a common way of doing so is to rely on self-reports of the participants. For example, Norton et al. (2005) developed a quantitative instrument to measure the intentions and beliefs (*viz. doing and believing*) of 696 teachers at four institutions in the UK. The use of self-accounts here carried a supposition that participants were fully capable of articulating their pedagogy in practice, be it in written form on questionnaires, or spoken discourse through interviews. Nonetheless, as pointed

out by Hagger & McIntyre (2006), teachers are not necessarily always conscious of using their professional craft knowledge; rather, many of them tend to take their tacit, intuitive pedagogical practices for granted:

*To be asked to talk about the ordinary, everyday, familiar things one does spontaneously, routinely, habitually in the classrooms, is to be presented with a very difficult task. The things which are done automatically, even unconsciously, are the hardest to articulate and, in normal circumstances, teachers are rarely required to make them explicit (ibid., p.34).*

This may shed light on practitioners' common misperception that they lack the pedagogical knowledge of supporting all learners (Rouse, 2006), when they actually know more than they thought. Besides, as I pointed out earlier in Section 4.1, in order to explore the construct of pedagogy (*cf.* p.59/Figure 3.5), it is important to consider the act of teaching together with its pedagogical surroundings. Even if participants are able to report on their fragmental inclusive practices, which is contrary to what Hagger & McIntyre (2006) have suggested, these de-contextualised accounts may undermine the complexity (Black-Hawkins & Florian, 2012) of how the pedagogical construct is hypothesised and implemented within its unique macro-, meso-, and micro-circumstances.

With these limitations of second-hand accounts in mind, I decided to collect first-hand data of inclusive pedagogy through participative observation (Savage, 2000). This was partly to safeguard the ecological validity (Moyle, 2002) of my investigation. As a variant of participant observation, participative observation is defined as a methodological approach that focuses on 'understand[ing] the worldview of others through *practical* participation' (Savage, 2000, p.337; *emphasis mine*). In the main part of my empirical work, this was achieved through observing lessons conducted by the teacher participants, and interviewing them afterwards about their teaching (see Figure 4.3 for the data collection framework). Whereas direct observations (Cooper & Schindler, 2008) granted me access to the teachers' inclusive *doing in situ* together with its attendant discourse, our post-observation interviews served as channels for individual participants to elaborate on their inclusive practices, and especially their *believing* of teaching the diversity of learners they encountered. Doing so also allowed me to confirm with the teachers

interpretations I had made during the course of the study (*cf.* member checks in Section 4.3.1).

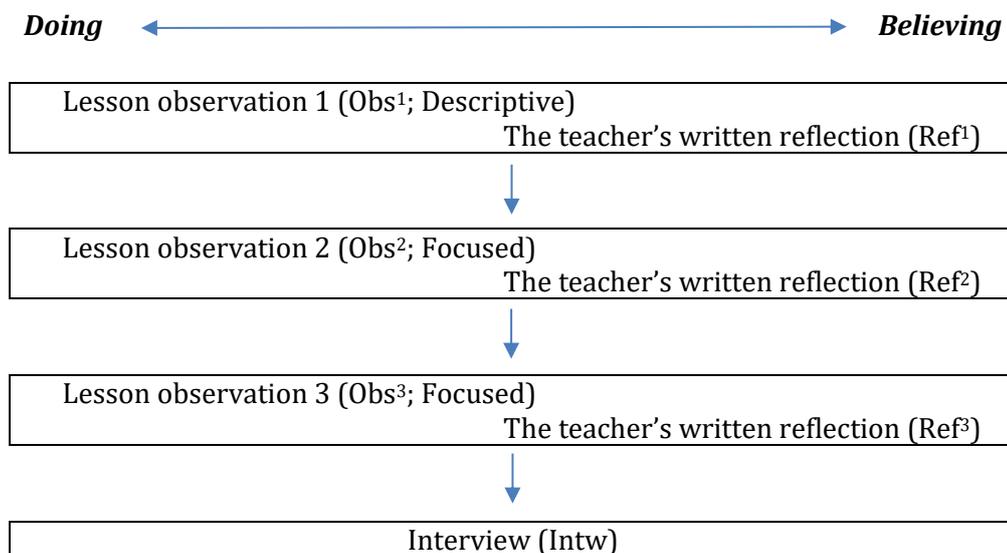


Figure 4.3 Data collection framework

As shown in Figure 4.3, each case study was designed to include three units of lesson observation (hereafter Obs<sup>1</sup>, Obs<sup>2</sup>, and Obs<sup>3</sup>), and one interview (Intw). At the teacher’s discretion, each ‘unit of work’ (Brown & McIntyre, 1995, p.31) for observation could vary in, for instance, duration, learning objectives, and instructional activities. While on the one hand this concept of ‘unit of work’ offered the participants a clear representation of the involvement required from them, on the other hand, it allowed flexibility in the degree of their commitment. This helped reaffirmed my ethical stance on researching inclusively; the case study teachers were involved as much as possible in our methodological decision-making. After negotiating with the teachers in relation to practicality and logistics, the actual units of lesson observation and interview varied from across cases (discussed further in Chapter 5).

#### 4.3.2.1 Lesson observation

I outline in Table 4.5 the major objectives of each lesson observation. Together they enabled me to collect a ‘chain of evidence’ (Yin, 2014, p.102), which offered a rich description of the multiple realities of the teacher’s inclusive pedagogy. In Obs<sup>1</sup>, I conducted a descriptive observation (Flick, 2014). This was to familiarise myself with the unique pedagogical settings of the case study teacher. In Obs<sup>2</sup> and Obs<sup>3</sup>, I carried out more

focused observations on the teacher’s inclusive *doing* based on the parameters they set in Ref<sup>1</sup> and Ref<sup>2</sup> (discussed below). By immersing myself in the classroom environment surrounding the teacher, I sought to obtain an overall feeling of their pedagogical circumstances, and to identify some potential examples of what the teacher did to support everyone’s learning through their classroom practices.

*Table 4.5 Lesson observations – Major objectives*

<b>Observation</b>	<b>Major objectives</b>
<i>Observation 1 (Obs<sup>1</sup>)</i>	1.1 Set the context for the case study overall 1.2 Record key classroom episodes that support everyone’s learning, as informed by literature 1.3 Provide a context to understand the teacher’s reflection on their classroom practices (as Ref <sup>1</sup> ) 1.4 Inform the post-observation interview
<i>Observation 2 (Obs<sup>2</sup>)</i>	2.1 Record key classroom episodes that may support everyone’s learning, as informed by literature 2.2 Consider classroom practices, as identified by the teacher (in Ref <sup>1</sup> ), that support everyone’s learning 2.3 Provide a context to understand the teacher’s reflections on their classroom practices (as Ref <sup>2</sup> ) 2.4 Inform the post-observation interview
<i>Observation 3 (Obs<sup>3</sup>)</i>	3.1 Record key classroom episodes that may support everyone’s learning, as informed by literature 3.2 Consider classroom practices, as identified by the teacher (in Ref <sup>1</sup> and Ref <sup>2</sup> ), that support everyone’s learning 3.3 Provide a context to understand the teacher’s reflections on their classroom practices (as Ref <sup>3</sup> ) 3.4 Inform the post-observation interview

To further facilitate my understanding of the teachers’ work, I developed an observation schedule (p.227/Appendix 4). This involved drawing upon my developing understanding of inclusive pedagogy (*cf.* p.57/Table 3.5; reproduced in Section B on the observation schedule). While I used the statements during all lesson observations as an aide-memoire to help understand the complexity of inclusive pedagogy in action, I was aware of how doing so might also limit the scope of my investigation, not least as these examples were mainly derived from models originated from outside Hong Kong. Therefore, alongside the aide-memoire, I adopted as far as possible an open-ended approach (Wilson, 2017) while recording the teachers’ inclusive classroom practices (see, for example, Figure 4.4 for a five-minute extract).

### **D/ Potential examples of inclusive classroom practices as observed**

(Pre-lesson) T arranges students to sit in two groups of 14 (Group 1 and Group 2). Each group comprises an inner circle (formed by seven students), and an outer circle (formed by the remaining seven students)

(00:55) T checks if all students are ready for the lesson (by asking if they have the necessary stationery with them)

(01:30) T introduces the lesson overview as written on the whiteboard

1. Classcraft
2. NS pack [i.e. Novel Study pack]
3. HW
4. Socratic circle
5. Exit ticket

(02:46) T negotiates with the whole class the deadline for handing in their assignments. Some students express difficulties in submitting it on time. The initial deadline suggested by T is then postponed

(03:33) T pauses and allows time for some students to finish their writing. In the course of this, several students approach T, and express their individual concerns over the submission of the assignment. T addresses their needs accordingly

(04:26) T reminds the whole class of the book that they have been reading (Charlie in the chocolate factory), contextualising the discussion activity that follows (aka Socratic circle).

(04:45) T mentions clearly her expectations (e.g. that students should imagine themselves as their assigned characters during the discussion). She also elicits from a student the 'big question' that are asked to discuss in groups – TV or no TV?

*Figure 4.4 Observation schedule (Extract; Y-Obs<sup>1</sup>)*

As a newcomer 'without history' (Wolff, 2004, p.198), I was aware that my presence in the classroom might disturb their daily routines, thereby affecting the authenticity of the data collected. In order to reduce this problem of reactivity (Bernard, 2017), I negotiated my role with each teacher in advance. I was advised to position myself as an observer-as-participant (Merriam & Tisdell, 2015) in one case study, and an observer in the remaining five. By taking on a role that enjoyed as much categorical and personal acceptance (Walford, 2001) as possible from the teachers' perspectives, I aimed to maximise the descriptive validity (Winter, 2000) of the case studies. Furthermore, in order to obtain unfiltered observational records (Simpson & Tuson, 2003) for data analysis, all lesson observations were audio-recorded with the teachers' and their schools' consent (*cf.* p.219/Appendix 2). I also collected all the materials that the teachers used in each lesson,

if at all possible. These included, for example, PowerPoint slides, links to YouTube videos, as well as photocopies of handouts and textbook pages.

#### 4.3.2.2 *Teachers' written reflection*

According to Cooper & Schindler (2008), observations allow outsider-researchers, among other advantages, to look afresh at behaviours or qualities that the insider-participants might otherwise take for granted, or go unnoticed. Nonetheless, this is based on an assumption that the construct under investigation can easily be recognised in its operational terms. Given the particularity and complexity of how pedagogy is hypothesised in my study, alongside my emic approach to researching the concept in the setting of Hong Kong, who is to decide what counts as evidence of inclusive pedagogy, and on what basis?

In response to this epistemological challenge, I invited the case study teachers to reflect on the aspects of their teaching which were worthy of further exploration (p.89/Figure 4.3/Ref<sup>1</sup>, Ref<sup>2</sup>, and Ref<sup>3</sup>). This was based on the ethical underpinning that teachers are expert knowers of their inclusive pedagogical knowledge. Taking into account how busy teachers in Hong Kong normally are (see Committee on Teachers' Work, 2006, for example), such information was gathered by a self-administered questionnaire following the completion of each observation (p.229/Appendix 5). The case study teachers were provided with as much time as possible, prior to our subsequent observation, to reflect on their classroom practices at their own pace.

More specifically, the case study teachers were asked in each reflection to identify and elaborate on the classroom practices they had used to support everyone's learning (Figure 4.5). Two goals were achieved. First, through these concrete examples of inclusive *doing* as identified by the case study teachers, I was able to obtain an emic understanding of their inclusive practices. This helped address my earlier methodological concern about what counts as evidence of inclusive pedagogy. Alongside the aide-memoire to lesson observation (p.227/Appendix 4/Section B), I was able to, in the subsequent observations, recognise further evidence of the teachers' inclusive pedagogy. Second, the teachers' responses on what they had done well offered motivating starting points for our discussions in the post-observation interviews (discussed below). As pointed out by Brown & McIntyre (1995), this research strategy of drawing on the strengths of teaching

is especially helpful in guiding teachers through elaborating on their behaviour (*doing*), and the thinking that underpins it (*believing*).

**1/ Thinking about this particular lesson on (date),**

- what did you do well to support the learning of all children? Please list all that apply.
- what were you trying to accomplish through these particular classroom practices?

*Figure 4.5 Post-observation reflection – Self-identified inclusive practices*

In Ref<sup>1</sup>, I also engaged the case study teachers in an open-ended metaphor elicitation and reflection activity (adapted from Black-Hawkins & Amrhein, 2014). By asking each teacher to think about and elaborate on a metaphor about teaching the diversity of learners (p.229/Appendix 5/Question 2-1), I sought to offer them ‘a means for framing and defining [their] experience’ (Shaw & Mahlios, 2011, p.78). As concluded by Farrell (2006) in his study with English language teachers in particular, analysing the teachers’ metaphors is especially helpful in uncovering their beliefs (*believing*) about teaching and learning. Also, since one’s construction of a metaphor is usually affected by various personal experiences, and by exposure to multiple social discourses (de Guerrero & Villamil, 2002), it provides a vehicle to begin to understand their complex yet personal construct of the realities. In my study, this was supplemented with the teachers’ subsequent reflection on first, the challenges of teaching the diversity of learners (p.229/Appendix 5/Question 2-2), and second, their implications for further supporting everyone’s learning in context (p.229/Appendix 5/Question 2-3). Together these enabled the teachers to articulate ‘what mattered to them... in terms of their experiences, interests and concerns about learner diversity’ (Black-Hawkins & Amrhein, 2014, p.364).

#### 4.3.2.3 Interview

Finally, each case study teacher was invited to discuss their inclusive practices in an in-depth interview (Newby, 2014). This was conducted in about two weeks after the last unit of their lesson observation. Based on Obs<sup>1-3</sup> and Ref<sup>1-3</sup>, I explored in detail what the teacher did in context to support everyone’s learning, and what they believe about teaching the diversity of learners. In response to the constraints of using self-accounts as a research method (see earlier discussion), and especially to collect the tacit professional

craft knowledge of teachers, I adopted different elicitation strategies in the course of the process.

For example, I sought to conduct as far as possible a semi-structured interview (Robson, 2011). This was for the teachers to enjoy considerable yet controlled autonomy over the foci of our discussion, as well as the time and attention given to different topics. To guide myself carefully within and across all six case studies, I devised a personalised interview schedule for each case study teacher (p.233/Appendix 6). It comprised a common set of predetermined questions, and two individualised prompts (discussed below). These were sent to the teacher concerned three days before our interview for their familiarisation. Doing so also allowed time for the teacher to seek clarification about what the questions mean, if they were unsure about.

Based on Ref<sup>1-3</sup>, I showed in prompt-1 the teacher's metaphor about teaching the diversity of learners, and what they had identified as the challenges of doing so. In prompt-2, I summarised the teacher's reflection on their inclusive practices, alongside my preliminary making sense as to *why* and *how* these might have supported everyone's learning in context (see Table 4.6 for an illustration; discussed further in Section 4.4). Both prompts sought to provide motivating starting points – from the teacher's own perspective – for us to explore further their inclusive *doing* and *believing*. Drawing upon these prompts also allowed me to understand the thought processes of the teacher while they elaborated, exemplified, or clarified verbally their prior written responses (Cohen et al., 2018).

In particular, prompt-2 enabled our stimulated recall discussion (Borg, 2015) based on some contextual examples of what the teacher had done well to support everyone's learning (p.233/Appendix 6/Question 11). According to Basturkmen et al. (2004):

*The use of stimulated recall represented an attempt to provide a point of departure for the teachers to articulate their beliefs in relation to their individual teaching contexts.... The episodes in the stimulated recall also gave the teachers the opportunity to talk about their beliefs concerning focus on form in relation to the immediate context of their own classroom (p.251).*

Table 4.6 Interview schedule – Prompt-2 (Extract; Y-Intw)

	<b>While you wrote...</b>	<b>Was this to...?</b>
1	[Ref <sup>1</sup> ] I would like to create an environment where students are free to share their opinions	respect everyone in the classroom
2	[Ref <sup>1</sup> ] By drawing up ideas based on a character card, students can also learn to express ideas based on a particular point of view (which is also one of the Grade 5 reading assessment learning expectations)	Use assessment to advance the learning and achievement of all students
3	[Ref <sup>2</sup> ] I tapped into students' prior knowledge and experience during this lesson. They were able to use these to help them decide what feelings different facial expressions project	recognise the importance of prior experience and learning to all students
4	[Ref <sup>2</sup> ] I've also given them a list of vivid adjectives from the book "Banish Boring Words" to aid them in coming up with richer facial descriptions	help all students to move forward in their learning through scaffolding
5	[Ref <sup>3</sup> ] I also provided them with ample time to search for evidence at home to support their arguments	recognise the different rates at which all students learn

To further facilitate this, I adapted an interview protocol from Hagger & McIntyre (2006). In their study, the authors conclude that in professional conversation seeking to learn from teachers their craft knowledge, it is important to focus on specific issues, be positive about their teaching, ask open questions, and ask follow-up questions for the kind that probe more deeply and fully to their initial responses. In my own study, I referred to a particular observed lesson (Obs<sup>1-3</sup>), focused on *what* the teacher had identified as their own inclusive practices (Ref<sup>1-3</sup>), and sought explanations as to *why* and *how* these had supported everyone's learning in context (see Figure 4.6). By following this interview protocol, I was able to explore systematically the teacher's inclusive pedagogy. It also enabled me to acknowledge the teacher ethically as an expert knower of their inclusive pedagogical knowledge.

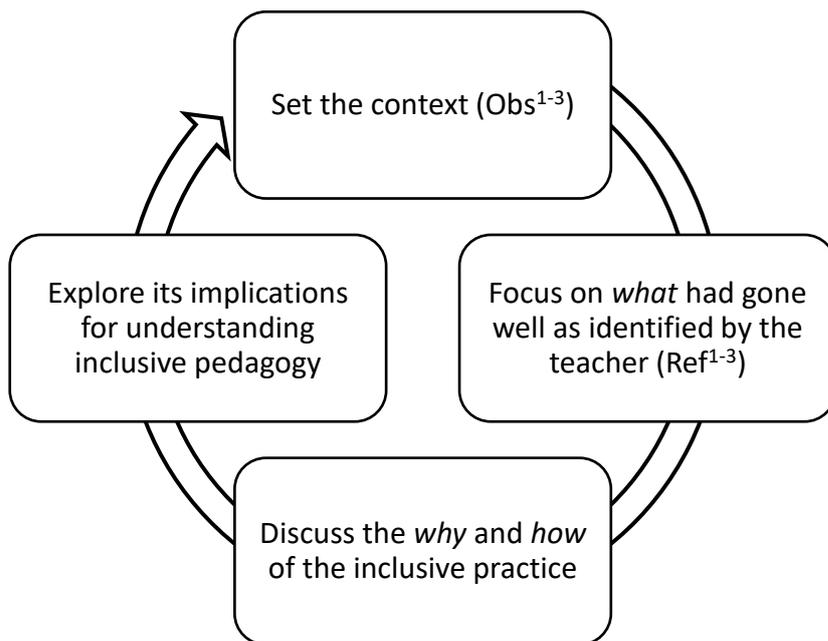


Figure 4.6 Interview protocol for stimulated recall discussion

Here, one particular challenge I faced concerned the choice of language. This was because among the case study teachers, four of them are Chinese-English bilinguals. That is, similar to myself as the researcher, they speak and understand both English and Cantonese (the native dialect of the community; *cf.* Section 2.1). This raised the question of which language was to be used in my interviews with them, as well as in their prior reflections. In their study with Chinese-English bilingual participants, Cortazzi et al. (2011) argue that Chinese speakers tend to be less critical or evaluative while responding in their native (*vis-à-vis* additional) language. This may be attributed to:

*... a tendency for Chinese speakers in China to favour indirect or reserved expression appropriate to social contexts ('hanxu'), a listening-oriented stance (rather than a more expressive speaker-stance) especially in relation to superiors or respected authorities (e.g. an academic interviewer), and less assertive and non-confrontational stances since communication is oriented to maintaining relationships and reinforcing status and preserving harmony (Cortazzi et al., 2011, p. 518).*

There are also important parallels here with my discussion in Section 3.2.2, with regard to the tendency for Chinese learners to display their interdependent selves, rather than

their independent selves (*cf.* p.62/Table 3.6). Given my ethical commitment to researching inclusively with the teachers, I decided to respect their own linguistic preferences in communicating inclusive pedagogy (see Table 4.7), be it for Cantonese or English. This was also to maximise the participatory validity (Nind, 2014b) of our inclusive research.

*Table 4.7 Interview – The teachers’ language choices*

<b>Teacher</b>	<b>Language(s) spoken</b>	<b>Interview language(s)</b>
<i>Yvonne Chung</i>	Cantonese and English	English
<i>Ingrid Ma</i>	Cantonese and English	English
<i>Peter Wan</i>	English	English
<i>Moses Tan</i>	English	English
<i>Helen Shum</i>	Cantonese and English	English
<i>Lily Poon</i>	Cantonese and English	Cantonese and English (code-mixing <sup>9</sup> )

### 4.3.3 Practically speaking

Prior to the case studies, I carried out in Hong Kong a pilot with a secondary school teacher, Nike. The major purpose of employing this small-scale feasibility study (van Teijlingen & Hundley, 2001) was to evaluate the usability of the data collection tools amid an authentic school setting in Hong Kong. These included the data collection framework (p.89/Figure 4.3), the observation schedule (p.227/Appendix 4), the open-ended questions for teachers’ reflection (p.229/Appendix 5), the interview schedule (p.233/Appendix 6), and the embedded interview protocol (p.96/Figure 4.6). In response to the ethical and methodological challenges of capturing pedagogy (see previous discussion), a key question to answer through this pilot was whether the research process and instruments were useful in supporting both Nike and myself to make sense of his teaching. This was informed by his feedback on the overall research experience, his perception of the research instruments, as well as my reflection as the researcher.

For example, prior to my interview with Nike, I explored *why* and *how* his teaching might have supported everyone’s learning in context (Table 4.8). This was based on what he had identified as most relevant to understanding his inclusive pedagogy in Ref<sup>1-3</sup>, alongside my observation in Obs<sup>1-3</sup>. During our stimulated recall discussion, I invited Nike to comment on my interpretations (*cf.* p.233/Appendix 6/Question 9). In so doing, I sought

<sup>9</sup> That is, Cantonese interspersed with English elements – a typical feature of Hong Kong bilinguals’ informal language use, both in speech and in print (see Li, 2000 for details; see also my reflection in Section 1.2).

to minimise the effect of double hermeneutic (Smith & Osborn, 2015) during our making sense of his inclusive practices.

*Table 4.8 Making sense of Nike's self-identified inclusive practices*

<b>While Nike wrote...</b>	<b>Was this to...?</b>
[Ref <sup>1</sup> ] Speak in Cantonese	remove barriers to learning and participation for all students
[Ref <sup>1</sup> ] Provide notes/samples [Ref <sup>2</sup> ] [Ref <sup>3</sup> ] Handouts [Ref <sup>3</sup> ] Samples from student's work	make flexible use of resources other than textbooks to support the learning of all students
[Ref <sup>1</sup> ] Friendly [Ref <sup>1</sup> ] Quote their own examples [Ref <sup>2</sup> ] Friendly/Encouraging	Respect everyone in the classroom
[Ref <sup>1</sup> ] Give clues/hints [Ref <sup>1</sup> ] Recap what was taught – 2 of the 4 useful sentence patterns	help all students to move forward in their learning through scaffolding
[Ref <sup>1</sup> ] Share experience (in learning) as a learner	Engage with valued forms of knowledge that equip all learners for life in its broader sense
[Ref <sup>1</sup> ] Relevant to HKDSE requirements – what makes a level 5 [Ref <sup>1</sup> ] Relate the things learnt to the exam, e.g. what level 4 is like, 5** is like	use assessment to advance the learning and achievement of all students
[Ref <sup>2</sup> ] Give timely feedback to the answer to help Ss build collocation	use formative assessment to advance the learning and achievement of all students
[Ref <sup>1</sup> ] [Ref <sup>3</sup> ] Praise [Ref <sup>2</sup> ] Friendly/Encouraging	improve all students' confidence in learning by creating a motivating environment

Among the major concerns raised by Nike were the potential ambiguities and difficulties in the wording for some interview questions. My intention here was to allow for flexibility in his responses, so as to explore what really mattered to him. Nonetheless, I realised from his feedback that such 'democratisation of the research process' (Nind, 2014, p.1) might have somehow discouraged, rather than encouraged, his further participation. Given this drawback of leaving the research space 'too wide and open' (Seale et al., 2014, p. 351) in an inclusive study, I decided to rephrase the questions concerned. This was to offer more precise guidance to the interviewees (see, for example, Table 4.9).

Table 4.9 Rephrasing the interview questions – Some examples

	<b>Original version</b>	<b>Revised version</b>
6.	Collect information about the interviewee’s teaching background	Collect information about the interviewee’s teaching background. <i>For example,</i> a. <i>years of teaching experience</i> b. <i>the CEATE award-winning practice</i>
9.	Ask if my interpretations of his/her inclusive practices are appropriate	<i>Discuss if my interpretations of why and how his/her inclusive practices supported everyone’s learning in context are appropriate</i>
10.	Ask the interviewee to select from prompt-2 some classroom practices that we may discuss further	Ask the interviewee to select from Prompt-2 the most important classroom practices <i>that he/she thinks support the learning of all students (flexible number around 3-5)</i>

#### **4.4 Making sense of inclusive pedagogy**

With the variety of evidence collected from the six case studies, I began to make sense of the teachers' inclusive practices, and explore their implications for understanding inclusive pedagogy. As already briefly discussed in Section 4.3.3, I carried out the first level of analysis before interviewing each teacher. This included summarising all their self-identified inclusive practices, and considering *why* and *how* doing so might have supported everyone's learning in context. To achieve this, I drew primarily upon the teacher's reflection in Ref<sup>1-3</sup>, my observation in Obs<sup>1-3</sup>, and my developing theoretical understanding of inclusive pedagogy (*cf.* Section 3.2).

More specifically, I went through the constructive data analysis process of understanding teachers' work (Feldman et al., 2018). This was through reading, selecting, presenting, and interpreting. First, I read closely each teacher's Ref<sup>1-3</sup>, and recalled the lessons and experiences that their reflection represented. I then selected from Obs<sup>1-3</sup> the classroom episodes that were most relevant to understanding these inclusive practices, and presented available evidence in forms that were easy to take in (for example, extracts from my observation schedules, teaching and learning materials, and verbatim transcriptions of the lessons concerned). Finally, with this 'principled selection of a limited number of representative activities [and] discourse samples' (Duff, 2002, p.294), I considered their connections and overlaps with available literature on understanding inclusive pedagogy. I interpreted *why* and *how* each of the inclusive practices might be useful in supporting everyone's learning in context. This preliminary making sense was summarised and presented to the teacher as prompt-2 in our subsequent interview (see Appendix 7 for the case of Helen), of which we checked for accuracy during our discussion (p.233/Appendix 6/Question 9).

After interviewing the case study teachers, I carried out a more detailed exploration of all the evidence collected. This second level of analysis was framed by my two research questions, alongside five intellectual goals (adapted from Maxwell, 2012; see Figure 4.7). Together these were used to support and check the trustworthiness and credibility of my analysis. Given the multi-case design of my investigation, I also sought to extend the value of each case study beyond its specific context. This involved developing cross-case assertions of broader applicability (discussed in Chapter 6).

### Research Questions

RQ1. What do teachers do in practice to support everyone's learning?

RQ2. What do teachers believe about teaching a diversity of learners?

### Intellectual Goals

...of qualitative research in general (Maxwell, 2012)

... of my research in particular (*adapted from Maxwell, 2012*)

To understand the meaning, for the participants in the study, of the events, situations, experiences, and actions that are involved with or engage in

To understand the meaning, for the *case study teachers*, of the events, situations, experiences, and actions that are involved with or engage in *to support everyone's learning*

To understand the particular contexts within which the participants act, and the influence that this context has on their actions

To understand the particular contexts within which the *case study teachers* act, and the influence that this context has on their actions *when they support everyone's learning*

To understand the process by which events and actions take place

To understand the process by which events and actions *related to teaching the diversity of learners* take place

To identify unanticipated phenomena and influences, and generating new, 'grounded' theories about the latter

To identify unanticipated phenomena and influences of *the case study teachers' inclusive practices*, and generating new, 'grounded' theories about the latter

To develop casual explanations

To explain *the case study teachers' inclusive practices*, including the context, conditions, strategies, and consequences

Figure 4.7 The research questions and intellectual goals underpinning analysis

To begin with, I transcribed verbatim all the audio recording (see Appendix 8 for the case of Helen). This included 21 units of lesson observation (of approximately 1000 minutes), and seven interviews (of approximately 500 minutes). To ensure that these spoken discourses were accurately represented in writing, I kept as far as possible the original forms and styles of the teachers' expressions (for example, their hesitations, repetitions, code-mixing, grammatical errors, and incomplete sentences). During this process of transcription, I was able to build more intimate knowledge of the case studies by listening carefully to, and immersing myself in, all the lessons and interviews.

Furthermore, I developed a data management system (Bazeley, 2013) by labelling all the evidence with meaningful names, and organising them under a single QSR NVivo project

(.nvp). The navigation view of data sources embedded in NVivo was particularly helpful in managing the multiple sources of evidence from across the six case studies (see Table 4.10 for an illustration). It allowed me to retrieve easily the available sources when needed, not least given their considerable quantity and diversity.

Next, I sought to select from this vast amount of evidence some specific details relevant to understanding the teachers' inclusive pedagogy, and organise them into 'a coherent picture, model, or set of interlocked concepts' (Neuman, 2011, p.509). This process was guided by the principles of qualitative analysis as defined by Boeije (2010), in which the key steps involve segmenting and reassembling data (that is, coding):

*Qualitative analysis is the segmenting of data into relevant categories and the naming of these categories with codes while simultaneously generating the categories from the data. In the reassembling phase the categories are related to one another to generate theoretical understanding of the social phenomenon under study in terms of the research questions (p.76).*

In particular, I drew on procedures for grounded theory coding (Charmaz, 2014; Flick, 2014). This was to allow categories and codes primarily to emerge from and be grounded in the evidence itself, rather than be prescribed and limited by pre-existing theories (Cohen et al., 2018). As a research methodology itself, grounded theory seeks to develop growing understanding about issues of importance in peoples' lives (Corbin & Strauss, 2015; Glaser, 1978; Glaser & Strauss, 1967). It recognises the complexities in and interconnectedness of our everyday actions in context (Flick, 2014), together with the multiplicity of perspectives and truths (Mills et al., 2006). This supports my overall research objective of exploring the uniqueness of inclusive pedagogy through multiple case studies, and amid different school contexts in Hong Kong. According to Charmaz (2014), both the researcher and the participant are involved in the grounded theory approach to construct what is taking place in the data. This constructivist model, which acknowledges the research participant as a valuable contributor to the methodological process, also supports my ethical commitment to research inclusively with the case study teachers. While making sense of the evidence we collected, I aimed to 'describe the experiences of them [the teachers] in the most faithful way possible' (Munhall, 2001, p.540).

Table 4.10 Index of data sources

	<b>Obs1</b>	<b>Obs2</b>	<b>Obs3</b>	<b>Intw</b>
<i>Yvonne Chung (YC)</i>	YC_Obs1_Audio YC_Obs1_Ref1 YC_Obs1_Schedul YC_Obs1_TM1 YC_Obs1_TM2 YC_Obs1_Transcr	YC_Obs2_Audio YC_Obs2_Ref2 YC_Obs2_Schedul YC_Obs2_TM1 YC_Obs2_TM2 YC_Obs2_Transcr	YC_Obs3_Audio YC_Obs3_Ref3 YC_Obs3_Schedul YC_Obs3_Transcr	YC_Intw_Audio YC_Inw_Schedul YC_Intw_Transcr
<i>Ingrid Ma (IM)</i>	IM_Obs1_Audio IM_Obs1_Ref1 IM_Obs1_Schedul IM_Obs1_TM1 IM_Obs1_TM2 IM_Obs1_TM3 IM_Obs1_TM4 IM_Obs1_Transcr	IM_Obs2_Audio IM_Obs2_Ref2 IM_Obs2_Schedul IM_Obs2_Transcr	-	IM_Intw_Audio IM_Inw_Schedul IM_Intw_Transcr
<i>Peter Wan (PW)</i>	PW_Obs1_Audio PW_Obs1_Ref1 PW_Obs1_Schedul PW_Obs1_TM1 PW_Obs1_TM2 PW_Obs1_Transcr	PW_Obs2_Audio PW_Obs2_Ref2 PW_Obs2_Schedul PW_Obs2_Transcr	PW_Obs3_Audio PW_Obs3_Ref3 PW_Obs3_Schedul PW_Obs3_TM PW_Obs3_Transcr	PW_Intw_Audio PW_Inw_Schedul PW_Intw_Transcr
<i>Moses Tan (MT)</i>	MT_Obs1_Audio MT_Obs1_Ref1 MT_Obs1_Schedul MT_Obs1_TM1 MT_Obs1_TM2 MT_Obs1_Transcr	MT_Obs1_Audio MT_Obs1_Ref2 MT_Obs1_Schedul MT_Obs1_TM1 MT_Obs1_TM2 MT_Obs1_Transcr	MT_Obs3_Audio MT_Obs3_Ref3 MT_Obs3_Schedul MT_Obs3_TM1 MT_Obs3_TM2 MT_Obs3_TM3 MT_Obs3_Transcr	MT_Intw_Audio MT_Inw_Schedul MT_Intw_Transcr
<i>Helen Shum (HS)</i>	HS_Obs1_Audio HS_Obs1_Ref1 HS_Obs1_Schedul HS_Obs1_TM1 HS_Obs1_TM2 HS_Obs1_TM3 HS_Obs1_Transcr	HS_Obs2_Audio HS_Obs2_Ref2 HS_Obs2_Schedul HS_Obs2_TM1 HS_Obs2_TM2 HS_Obs2_TM3 HS_Obs2_Transcr	HS_Obs3_Audio HS_Obs3_Ref3 HS_Obs3_Schedul HS_Obs3_TM1 HS_Obs3_TM2 HS_Obs3_TM3 HS_Obs3_Transcr	HS_Intw_Audio HS_Inw_Schedul HS_Intw_Transcr
<i>Lily Poon – Class A (LA)</i>	LA_Obs1_Audio LA_Obs1_Ref1 LA_Obs1_Schedul LA_Obs1_TM1 LA_Obs1_TM2 LA_Obs1_TM3 LA_Obs1_Transcr	LA_Obs2_Audio LA_Obs2_Ref2 LA_Obs2_Schedul LA_Obs2_TM1 LA_Obs2_TM2 LA_Obs2_TM3 LA_Obs2_Transcr	LA_Obs3_Audio LA_Obs3_Ref3 LA_Obs3_Schedul LA_Obs3_TM LA_Obs3_Transcr	LA_Intw_Audio LA_Inw_Schedul LA_Intw_Transcr
<i>Lily Poon – Class B (LB)</i>	LB_Obs1_Audio LB_Obs1_Ref1 LB_Obs1_Schedul LB_Obs1_TM LB_Obs1_Transcr	LB_Obs2_Audio LB_Obs2_Ref2 LB_Obs2_Schedul LB_Obs2_TM1 LB_Obs2_TM2 LB_Obs2_Transcr	LB_Obs3_Audio LB_Obs3_Ref3 LB_Obs3_Schedul LB_Obs3_TM1 LB_Obs3_TM2 LB_Obs3_TM3 LB_Obs3_Transcr	LB_Intw_Audio LB_Inw_Schedul LB_Intw_Transcr
	<b>Obs4</b> LB_Obs4_Audio LB_Obs4_Ref4 LB_Obs4_Schedul LB_Obs4_TM1 LB_Obs4_TM2 LB_Obs4_TM3 LB_Obs4_Transcr			

<b>Key</b> Schedul - Schedule TM - Teaching material Transcr - Transcript
--

To fulfil this methodological commitment, I began the second level of analysis with opening coding. This was to break down relevant textual evidence into meaningful segments, and categorise them according to different codes (Corbin & Strauss, 2014; operationalised as 'nodes' in NVivo). In so doing, I was able to 'retain' (Richards, 2014, p.104) the most relevant parts of the evidence, and bring them together for review. For each case study, I coded with a set of *a priori* codes (Bazeley, 2013), which was translated from the teacher's self-identified inclusive practices (see Table 4.11 for some examples from the case of Yvonne; see also Appendix 9 for the case of Helen). I also applied other emergent codes based on my growing theoretical understanding of inclusive pedagogy (for example, p.56/Table 3.4 and p.57/Table 3.5). To ensure that the codes I generated would be relevant to accomplishing the intellectual goals of my research (*cf.* p.101/Figure 4.7), I further devised five questions to guide this process of 'open[ing] up' (Flick, 2014, p.407) the texts. These questions are presented as Figure 4.8.

*Table 4.11 Deriving a priori codes from Yvonne's self-identified inclusive practices*

	<b>While Yvonne wrote...</b>	<b>This was to... [a priori code]</b>
1	[Ref <sup>1</sup> ] I would like to create an environment where students are free to share their opinions	manage classroom by establishing a positive atmosphere that respects everyone [respect]
2	[Ref <sup>1</sup> ] By drawing up ideas based on a character card, students can also learn to express ideas based on a particular point of view (which is also one of the Grade 5 reading assessment learning expectations)	support all students in attaining the learning targets with desired learning outcomes [learning outcomes]
3	[Ref <sup>2</sup> ] I tapped into students' prior knowledge and experience during this lesson. They were able to use these to help them decide what feelings different facial expressions project	recognise the importance of prior experience and learning to all students [prior experiences]
4	[Ref <sup>2</sup> ] I've also given them a list of vivid adjectives from the book "Banish Boring Words" to aid them in coming up with richer facial descriptions	help all students to move forward in their learning through scaffolding [scaffolding]
5	[Ref <sup>3</sup> ] I also provided them with ample time to search for evidence at home to support their arguments	recognise the different rates at which all students learn [learning rates]

Next, I carried out axial coding within each case study based on the open codes as generated. This was to refine and differentiate the categories resulting from open coding, and to identify and classify links between them (Flick, 2014). According to Charmaz

(2006), 'axial coding relates categories to subcategories, specifies the properties and dimensions of a category, and resembles the data you have fractured during initial [open] coding to give coherence to the emerging analysis' (p.60). To achieve this, I examined within each case study different ways in which the open codes might be connected meaningfully with one another. This process was further facilitated by the mapping tools in NVivo (see, for example, Appendix 10 for an illustration of this development in the context of Helen's case).

<b>Intellectual Goals of my research</b> (adapted from Maxwell, 2012; cf. p.101/Figure 4.7)	<b>Key questions guiding open coding of each case study</b>
To understand the meaning, for the case study teachers, of the events, situations, experiences, and actions that are involved with or engage in to support everyone's learning	What is the meaning, for the teacher, of the events, situations, experiences, and actions that are involved with or engage in to support everyone's learning?
To understand the particular contexts within which the case study teachers act, and the influence that this context has on their actions when they support everyone's learning	What are the particular contexts within which the teacher acts, and the influence that this context has on their actions when they support everyone's learning?
To understand the process by which events and actions related to teaching the diversity of learners take place	What is the process by which events and actions related to teaching the diversity of learners take place?
To identify unanticipated phenomena and influences of the case study teachers' inclusive practices, and generating new, 'grounded' theories about the latter	Are there any unanticipated phenomena and influences of the teacher's inclusive practices, and new, 'grounded' theories about the latter?
To develop casual explanations for understanding the case study teachers' inclusive practices from within and across cases	How might the teacher's inclusive practices be understood from within and across cases?

*Figure 4.8 Key questions guiding open coding of each case study*

During this process, I made specific reference to the coding paradigm model proposed by Corbin & Strauss (2014). As an analytical tool for axial coding, this model focuses on exploring four specific aspects of a phenomenon: the context in which it occurs, the conditions under which it occurs, the action and interactional strategies that describe the phenomenon, and the consequences of these actions (see also Mertens, 2005). Through this model, I was able to categorise the concepts and categories emerging from my open

coding, not least those that were most relevant to understanding how each case study teacher interacted with, and were influenced by, their surrounding attendant discourse (see, for example, Figure 4.9 for the case of Helen). These formed the empirical basis on which I began to reflect on what I had learnt from the teacher about their inclusive pedagogy.

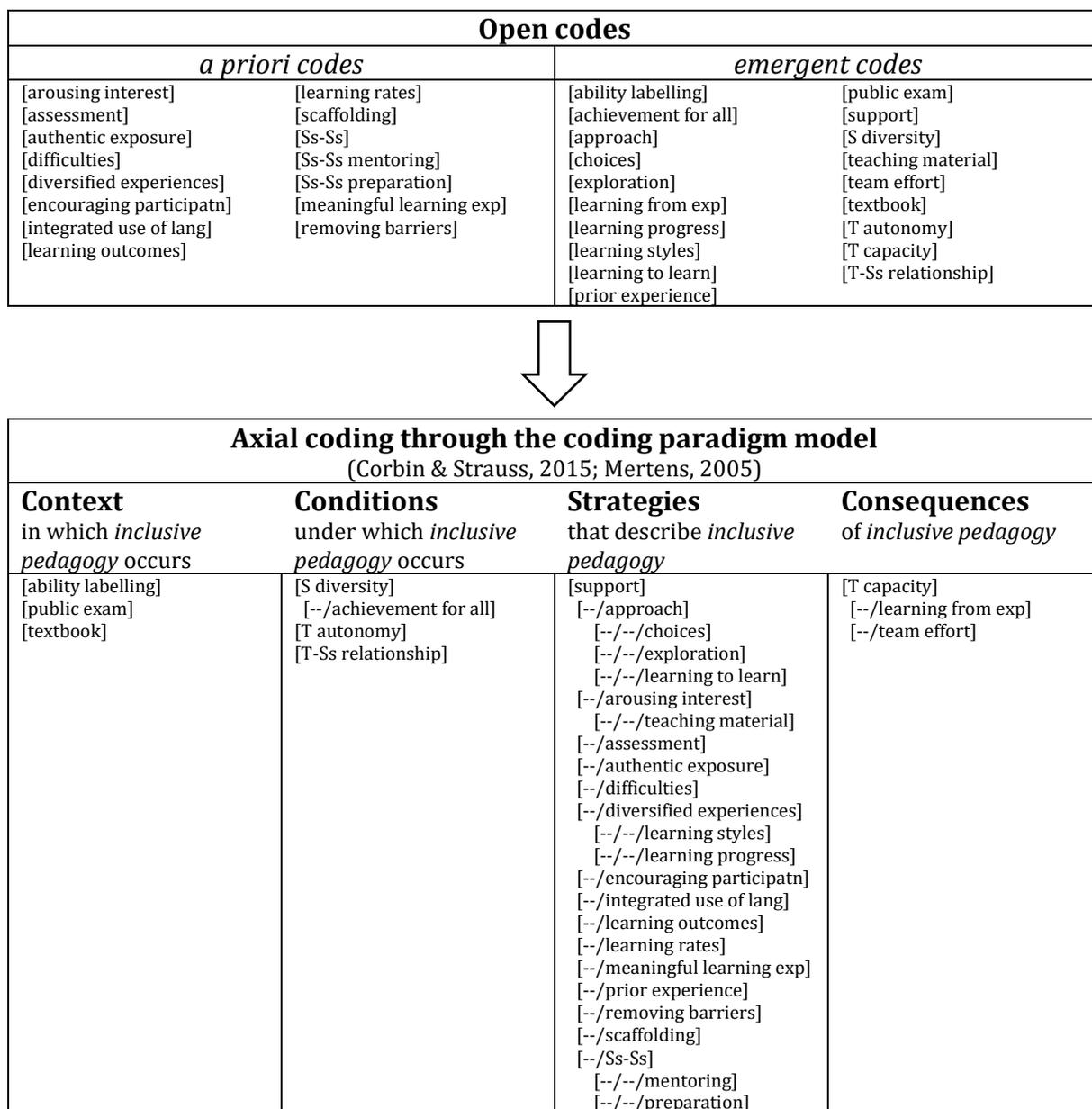


Figure 4.9 Axial coding through the coding paradigm model – Helen Shum

Finally, I identified from each case study some core categories for understanding the teacher’s inclusive pedagogy. One strategy for achieving this was to concentrate on codes with the highest ‘conceptual density’ (Cohen et al., 2018, p.672). That is, those with the greatest numbers of textual segments coded (operationalised as the number of

'references' in NVivo). These core categories in terms of quantity provided insights into the central phenomenon (Corbin & Strauss, 2015) of the case study (see, for example, Appendix 10 for the case of Helen). Besides, I also focused on some case-specific codes, which enabled my understanding of the particularisation (*vis-à-vis* generalisation) of the phenomenon (Stake, 2006). According to Stake (2006), comprehension of a phenomenon requires 'knowing not only how it works and does not work in general, independent of local conditions, but how it works under various local conditions' (p.40). Therefore, I was also eager to identify core categories in terms of their uniqueness.

With these selective codes established, I further conceptualised (Corbin & Strauss, 2015) the evidence sources by revisiting them purposively. I located extra supportive information to elaborate on the 'story' (Flick, 2014, p.409) of the case in greater detail (see Appendix 12 for an illustration from the case of Helen). I also extracted meaningful verbatim quotations to be included in the presentation of each case study. This was partly to increase the visibility of the case study teacher in the text, to recognise their participation in both the methodological and analysis processes, and to allow readers to interrogate the credibility of my interpretations (see also discussion in the introduction to Chapter 5).

## **5. Presenting and discussing the case studies**

In this chapter, I present my findings from the six case studies with regard to the teachers' inclusive practices in context. The notion of context, or 'situationality' (Stake, 2006, p.9), is crucial to understanding each case study, as it focuses on evidence collected with an individual teacher in relation to teaching the learners ('everyone' and 'the diversity') in their specific class(es). In particular, I consider in each case study issue-related evidence (Stake, 2006) that addresses my two contributory questions (Andrews, 2003):

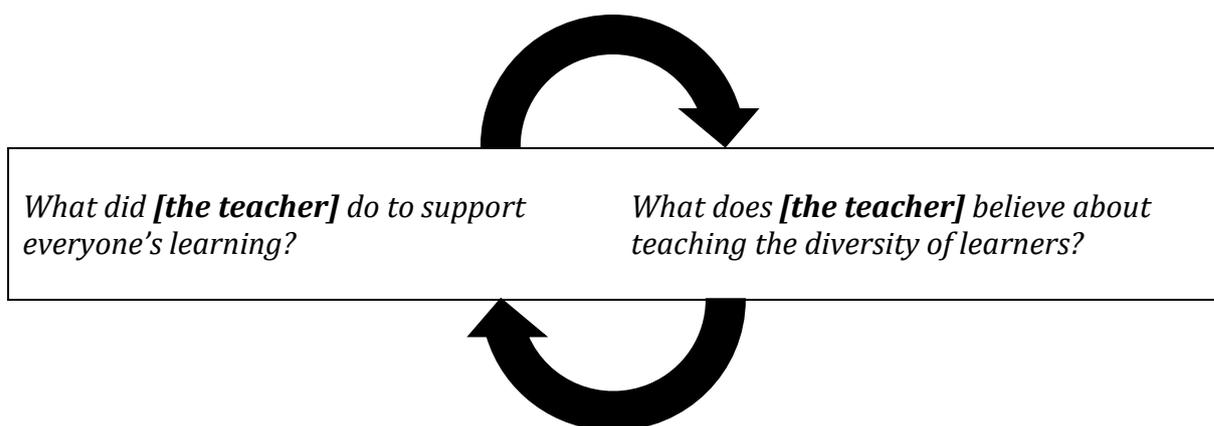
**CQ1: What did the teacher do in practice to support everyone's learning?**

**CQ2: What does the teacher believe about teaching the diversity of learners?**

Nonetheless, separating the inclusive practices of each teacher into two distinct aspects (*doing* and *believing*) is not straightforward. This is because the teachers commonly brought them together in both their written and spoken professional discourse (as evidenced in their reflections and our interviews respectively). For example, in explaining what they did to support everyone's learning, the teachers usually referred to what they believe about teaching the diversity of learners. Similarly, in explaining what they believe about teaching the diversity of learners, they always referred to how they supported everyone's learning in practice. In order not to undermine these important interconnections between the teachers' inclusive *doing* and *believing*, I have decided to present them as a dialectical construct at the end of each case study (see, for example, Figure 5.1). The connections between the two provide insights into each teacher's inclusive *knowing* (Black-Hawkins et al., 2008). According to Hagger & McIntyre (2006), it is important to understand the thinking which generally informs teachers' classroom practice. This 'help[s] one to think more intelligently about good practice, and especially to avoid making false assumptions about it' (p.29). I argue that it is also because teachers themselves do not tend to understand or articulate their *doing* and *believing* separately (as evidenced in my case studies). Thus, if these are re-presented as two disconnected aspects of their inclusive practices, their inclusive *knowing* may remain 'inscrutable' (Shulman, 2004, p.265) Reporting so also supports my ontological assumption of theorising pedagogy as the teaching act together with its attendant discourse of educational theories, values, evidence, and justifications (Alexander, 2008).

Besides, I have given careful consideration about how to structure the case studies so as to maintain the unique situationality of each (Stake, 2006, as noted above), whilst also

supporting the subsequent cross-case analysis. According to Miles et al. (2014), opportunities for drawing and verifying conclusions are much greater if information is displayed systematically and coherently, as it permits careful comparisons, detection of differences, noting of patterns and themes, and seeing trends. This has prompted me to develop a common framework for writing about each case, so as to 'glue' (Thomas, 2016, p.220) together the pieces of my sensemaking in a way that has meaning both within and across the cases.



*Figure 5.1 Presenting inclusive doing and believing as a dialectical construct*

In light of this, I have reflected on my own 'learning moments' (Florian & Beaton, 2018, p. 870) whilst researching with the six case study teachers, in particular how I had begun to make sense of their inclusive practices myself. To begin with, the metaphor elicitation and reflection activity proved to be a helpful starting point for me to unfold the complexity of each teacher's inclusive pedagogy; it offered me a succinct overview of their issue-related reality, including both their inclusive *doing* and *believing*. As Sennett (2009) remarks, connecting craft to imagination offers craftsmen a language tool to contemplate and clarify the essential objectives that they strive for, not least when the repeated actions have already become their tacit knowledge. I argue that it also offers an analytical tool for researchers to narrow the field of focus (Cohen et al., 2018) when they attempt to understand this tacit knowledge, especially amid the fluidity of, for example, teachers' repeated practices. According to Black-Hawkins & Amrhein (2014), one of the strengths of using metaphor as a data collection strategy relates to its open-ended nature, which enables participants to explore what really matters to them. I believe developing each case study based on the participant's metaphors can further allow them to exert control over not only the processes but also the outcomes of our exploration. This supports my

ethical commitment to conduct as far as possible an inclusive research with and for the teachers (Seale et al., 2014).

Apart from reading these (metaphorical) 'maps' (Flyvbjerg, 2004, p.431) of the teachers' inclusive pedagogy, I realised that many of my other 'learning moments' had happened in the post-observation interviews, during which the teachers themselves gave accounts of their contextualised inclusive practices. Prior to these discussions, I could only at most gain an intuitive understanding of their inclusive *doing* and *believing* based on, for instance, their earlier reflections, and my lesson observations. However, by following the interview protocol in the stimulated recalls (p.96/Figure 4.6), both the teachers and I were able to explore the rich veins underpinning their inclusive pedagogy, including the *in situ* ideas that locate, formalise, and enable their teaching within the respective macro-culture, the meso-system, and the micro-classroom (see earlier discussion in Section 3.2.2). One of the teachers said during our discussion (I-Intw): 'I'd never noticed [prior to the interview] I can use these many strategies [to support the learning of all students]'. This brief remark acknowledges the extent to which the interview protocol was helpful – from also the teacher's perspective – in making explicit their tacit knowledge.

Upon reflecting on my own key 'learning moments', therefore, I have decided to frame each case study as follows. First, I present some background information about the teacher, and describe through their emic lens the context from which I collected the evidence. I then discuss the teacher's verbatim response to the metaphor elicitation and reflection activity, with an aim to offer a glimpse of both their *doing* that supports the learning of all students, and their *believing* about teaching the diversity of learners. Based on an iterative structure adapted from the interview protocol (Figure 5.2), I focus on what the teacher identified in their own written accounts as good practices that supported everyone's learning (*what*). I explore the details of these teaching acts (*how*), and the rationale behind (*why*). This involves developing convergent evidence (Yin, 2014) from multiple sources (see Figure 5.3), including mainly my observations, the teacher's reflections, and our interview(s). To further enhance the trustworthiness of the case study, I include direct quotations from the teacher where appropriate, even though some do not make well-formed grammatical sentences when in place. These low-inference descriptors with minimal interpretations (Boeije, 2010) leave scope for the readers to unfold the many facets of the teacher's story, interrogate my interpretations (Flyvbjerg, 2004), and visualise the lessons as if 'being there' (Geertz, 2004, p.236). To make explicit

how each teacher has directed the course of the research, and to ensure that the case study presents primarily *their* worldview (Hall, 2014), I use the teacher’s own words as the title of each section. I also include my interpretation as the subtitle. This is to address the methodological challenge of supporting the participants to present evidence of their inclusive practices – in ways that are not only meaningful to themselves, but also other practitioners (see also Black-Hawkins & Florian, 2012). Finally, I summarise the key themes discussed in the case study with respect to understanding inclusive pedagogy. I also depict a diagrammatic representation, which highlight the interactivity between the teacher’s inclusive *doing* and *believing* (cf. p.110/Figure 5.1). To allow a cross-case comparison of all the teachers’ unique manifestations of inclusive pedagogy at a later stage, I compose all case studies using a similar structure. They are presented chronologically according to the time when the evidence was collected.

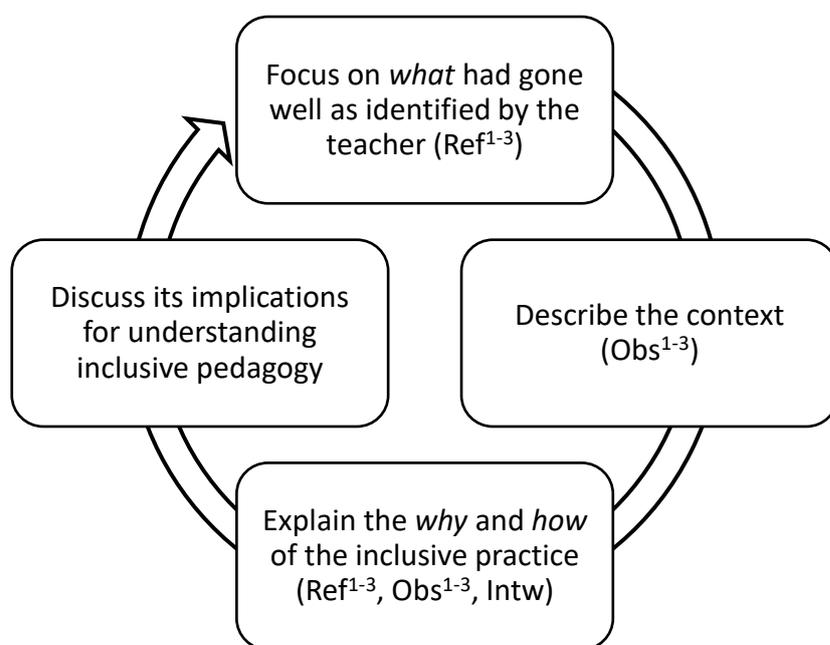


Figure 5.2 Framing each case study

Teacher	Class	Observations	Reflections	Interview
Yvonne Chung	Primary 5	Y-Obs <sup>1-3</sup>	Y-Ref <sup>1-3</sup>	Y-Intw
Ingrid Ma	Primary 3	I-Obs <sup>1-2</sup>	I-Ref <sup>1-2</sup>	I-Intw
Peter Wan	Primary 6	P-Obs <sup>1-3</sup>	P-Ref <sup>1-3</sup>	P-Intw
Moses Tan	Secondary 3	M-Obs <sup>1-3</sup>	M-Ref <sup>1-3</sup>	M-Intw
Helen Shum	Secondary 5	H-Obs <sup>1-3</sup>	H-Ref <sup>1-3</sup>	H-Intw
Lily Poon	Secondary 2	L-Obs <sup>A1-3; B-1-4</sup>	L-Ref <sup>A1-3; B-1-4</sup>	L-Intw <sup>A; B</sup>

Figure 5.3 Sources of evidence collected and their abbreviations

## 5.1 Yvonne Chung

Yvonne first started her teaching career in a secondary school. She joined Gate Primary a year after, and has since then taught younger learners for eight years. This case study focuses on Yvonne's teaching of her Primary 5 class comprising 30 students (aged 10-11). As she explained in our interview (Y-Intw): 'We call them [students] the split class [...] Usually we get the top thirty [students] out of the whole grade [to form the group]'. According to Yvonne, a shared characteristic of these high achievers is their strong intrinsic motivation for learning. She noted (Y-Intw): 'It really makes me enjoy teaching them because they come in[to the classroom] with so much passion [for learning] , and they come in[to the classroom] with such eagerness to learn as well [...] You do not have to spend a lot of time repeating your instructions, or refreshing their memory'.

In her metaphor (Y-Ref<sup>1</sup>), Yvonne compares teaching the diversity of learners to 'flying a kite' (Figure 5.4). On the one hand, she recognises that 'the wind is a determining factor when it comes to whether the kite can fly high or not'. On the other hand, she is convinced that during the process, 'the teacher is always holding on to the string, sometimes trying to let go and sometimes trying to pull back'. This remark helps illustrate Yvonne's belief that the teacher is, after all, responsible for the learning of all children. As Yvonne stated clearly in our discussion (Y-Intw): 'I think everything boils down to the teacher actually [...] I definitely do think teachers really make a big difference [to all students' learning]'.

*Thinking metaphorically, teaching this diverse group of learners was like flying a kite. Your ultimate goal is to help them fly high. The teacher is always holding on to the string, sometimes trying to let go and sometimes trying to pull back. The wind is a determining factor when it comes to whether the kite can fly high or not. In this case, the wind can be many things (e.g. teacher-student relationship, student's academic commitment, teacher's delivery of instructions, etc...)*

*Yvonne*

Figure 5.4 Metaphor elicitation and reflection activity – Yvonne's responses (Y-Ref<sup>1</sup>)

### 5.1.1 'I depended a lot on my colleagues' – Working with other teachers

Recalling her first year of teaching, Yvonne said (Y-Intw): 'It was the first year after my graduation. I would say I didn't have a lot of teaching experience. I didn't know how to cope with [classroom] discipline [...] I did not have the availability to iPads, or computer labs. There's no way I can carry out very interactive lessons'. To overcome these

contextual challenges, Yvonne had sought to make sense of other teachers' inclusive practices. As she recalled (Y-Intw): 'I depended a lot on my colleagues, because they had a lot more experience of teaching Form 4 [Secondary 4] than me'.

Being the Deputy Head of English, Yvonne demonstrates a strong commitment to facilitating teachers' continuing professional development. For instance, she talked about supporting her junior colleagues in their weekly Quality Circle Meetings (Y-Intw): 'You really need some teachers who are experienced to guide them [beginning teachers], to share [resources] with them. But then over the year, they will gain experience, and they should be fine'. In one lesson I attended (Y-Obs<sup>1</sup>), Yvonne arranged three other teachers to observe her teaching. While all students were engaging in a discussion activity (*Socratic Circle*), she took the opportunity to share with these colleagues her usual classroom practice. She said (Y-Obs<sup>1</sup>): 'They [students] moved the tables and this is usually what I do. What I normally do is that you can either have two groups having the *Socratic Circle*, or you can have just one group'.

### 5.1.2 'They know more than me' – Facilitating collaborative learning

Reflecting on her good practices, Yvonne wrote (Y-Ref<sup>2</sup>): 'I was aiming to cultivate a suitable environment for students to share and express opinions. It is important for students to learn from one another'. In this pre-writing lesson (Y-Obs<sup>2</sup>), students were learning to write a fantasy story. Some of them made references to Greek mythology; they planned to include characters like *Zeus* and *Athena*. Yvonne later on admitted in our discussion (Y-Intw): 'I have no interest in that [Greek mythology], and they [students] know more than me [...] I might have to Google it [*Athena*] myself'. Recognising her own limitations in supporting everyone's learning, Yvonne talked about setting up a peer evaluation activity for children to work with one another. She argues (Y-Intw) that 'if they [students] were the one giving comments to their friends, they would give [one another] much better comments' than herself.

In my subsequent observation (Y-Obs<sup>3</sup>), Yvonne arranged eight students to take part in a classroom debate. All other children of the group, as the audience, were given a tablet to vote anonymously for the most persuasive speaker, and the strongest argument presented (through a web-based mobile polling app called *Mentimeter*). Yvonne highlighted the value of this peer assessment activity (Y-Intw): 'Sometimes kids can give

you [one another] comments that a teacher cannot give you [...] Maybe they can give you [one another] comments from the student's point of view, not from the teacher's point of view [...] Kids can benefit from one another'. She also articulated her belief to include everyone, and especially those who may easily be marginalised, as a valuable member of their learning community. Yvonne said (Y-Intw): 'We really need to make sure [all] students feel that their opinions count as well. Just because they are weak in English doesn't mean that their comment is useless'.

### 5.1.3 'No kids will be left out' – Empowering all students to collaborate

In one reflection, Yvonne wrote (Y-Ref<sup>1</sup>): 'Students were previously briefed with examples of good questioning and responding techniques to help them with sustaining their discussion'. In this lesson (Y-Obs<sup>1</sup>), all children engaged in a discussion activity called *Socratic Circle*. In seminar groups of seven (Figure 5.5, S1 to S7), they debated whether the television is in general good or bad.

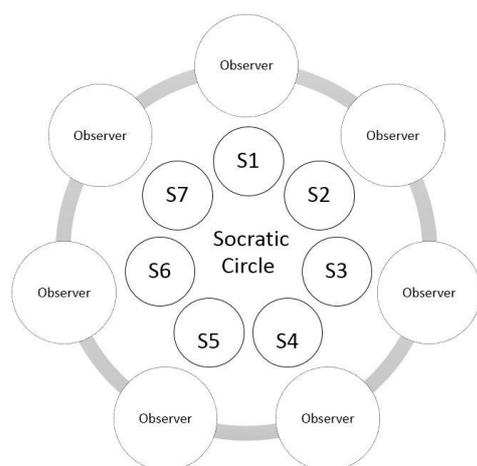


Figure 5.5 Socratic Circle – Classroom setting (Y-Obs<sup>1</sup>)

Prior to the activity, Yvonne said to the class (Y-Obs<sup>1</sup>): 'This time I'll make the difficulty level a little bit more [than our previous discussion]'. Building on what these fifth graders had learnt earlier about asking polar questions, she taught them three phrases for asking elaborating questions (Figure 5.6). Furthermore, she assigned some children from outside the seminar group to take on the role of *Observer* (see Figure 5.5). They were all given an assessment form (Figure 5.7) to evaluate the performances of the speakers. At the end of the activity, Yvonne announced (Y-Obs<sup>1</sup>): 'You have a one-minute feedback round. The outer circle [gives] feedback to [the] inner circle. When you [give your] feedback, I want you to base it on this form [Figure 5.7] that you have filled in. And after telling them [the

speakers] about this form, I want you to give them one goal, one strength, and one weakness based on the things you have marked down over here’.

### Asking Questions

- Can you tell me more?
- Can you explain...?
- Can you elaborate on your point?

(Slide 4)

Figure 5.6 Socratic Circle – Asking questions (Extract; Y-Ref<sup>1</sup>)

In our discussion, Yvonne explained (Y-Intw): ‘The underlying factor of *Socratic Circle* is that everyone should speak [...] That’s why I told them [students] it is important that you need to pose questions at the end of your comment, because by posing questions and passing the ball to someone else, it gives someone else a chance to speak as well’. In addition, she stressed the importance of providing those who observed with a clear framework for formative assessment (viz. Figure 5.7): ‘We [teachers] constantly tell the students about what makes a good comment [...], not just “good job” [or] “well done”. [Rather,] you [students] have to tell them [one another] specifically what you like about it, [and] what you do not like about it’. She was aware (Y-Intw) that ‘with little stuff like that, it would just make sure that no kids will be left out’. That is, all students are able to – regardless of their proficiency in the target language – support one another’s learning.

	I observed:	Observer:
Speak enough		
Meaningful content (explanation)		
Respond to others	Short	Detailed
Ask Questions	Yes/No	Elaboration

(Slide 5)

Figure 5.7 Socratic Circle – Peer evaluation form (Extract; Y-Ref<sup>1</sup>)

#### 5.1.4 Learning from Yvonne

This case study began with Yvonne’s metaphor about teaching the diversity of learners. By relating her everyday work to ‘flying a kite’, Yvonne recognises her responsibility to support the learning of all students, albeit amid a variety of contextual factors that may influence students’ learning progress. As was evident, Yvonne takes a positive attitude towards teachers’ continuing professional development; she is aware that teachers learn to ‘do’ inclusion through working with one another. In her classroom, Yvonne frequently drew upon individual differences as rich resources to support teaching and learning; she respects everyone as a valuable member of the learning community. She also provided all children with opportunities and resources to support one another’s learning. Figure 5.8 below summarises the key themes in relation to understanding inclusive pedagogy from Yvonne’s case study:

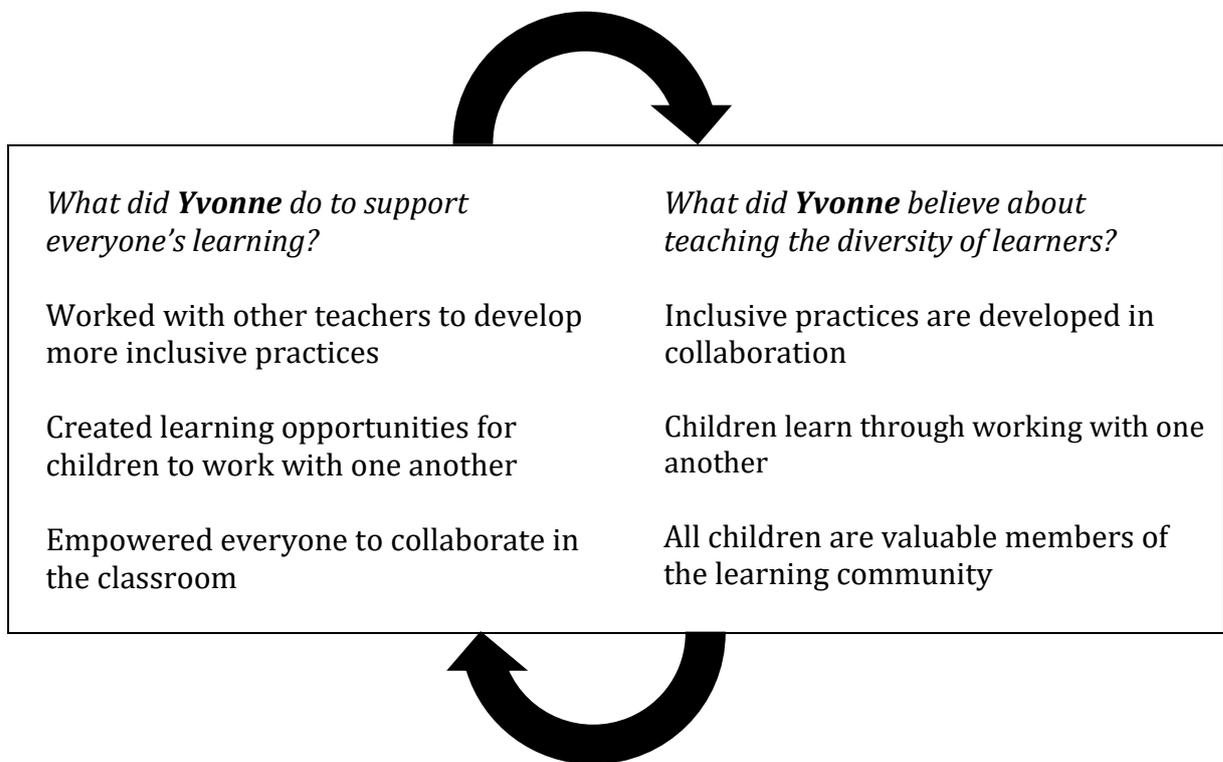


Figure 5.8 Understanding inclusive pedagogy in context – Learning from Yvonne

## 5.2 Ingrid Ma

Ingrid joined Gate Primary School seven years ago as a newly qualified teacher. This case study considers her teaching of a Primary 3 class composed of 26 students (aged 8-9). According to Ingrid, these young learners are in general very keen on working with one another. She noted (I-Intw): ‘They are very expressive. They are willing to speak in English, [and] they are willing to share ideas [...] They are very confident, and they feel comfortable to work together with their friends’.

In her metaphor (I-Ref<sup>1</sup>), Ingrid compares teaching the diversity of learners to ‘cooking a dish’ (Figure 5.9). She is aware that, similar to ‘steaming a fish’, it takes time for learners to ‘think and share ideas’. By suggesting that ‘some ingredients require much longer time to be cooked, whereas some take less time’, Ingrid also acknowledges the different rates at which all children (‘ingredients in the same pot’) learn. In response to this key challenge arising from teaching the diverse group of learners in her classroom, Ingrid said (I-Intw): ‘I usually get them [students] to pair up, or in groups [...] I put the stronger ones and the not so good ones together [...] The high-flyers may help the weaker ones, and I hope the weaker ones may benefit from the high-flyers’.

*Thinking metaphorically, teaching this diverse group of learners was like cooking a dish. Lesson plans are designed, just like a recipe. I believe that it is impossible to have two “same”/identical lessons, even it is conducted by the same teacher having the same lesson plan. Teaching this diverse group of learners take time and space. Sufficient time is required for students to think and share ideas, and so does cooking. Steaming a fish takes time. The procedures are of equally importance. There are specific steps to follow, yet bearing in mind that being flexible is significant too. Diverse learning needs is like putting ingredients in the same pot. Some ingredients require much longer time to be cooked, whereas some take less time. Because education is all about helping students to grow. Individuality should be acknowledged.*

*Ingrid*

Figure 5.9 Metaphor elicitation and reflection activity – Ingrid responses (I-Ref<sup>1</sup>)

### 5.2.1 ‘Let them think, pair, share’ – Facilitating collaborative learning

In our discussion, Ingrid shared one of her ‘recipes’ for teaching the diversity of learners (I-Intw): ‘Let them think, pair, share’. Further to this, she cited our interview as an example, and said (I-Intw): ‘Just like the talk [interview] we had just now. To me, it’s a kind of scaffolding [...] I [had] never think [thought] about the topic [teaching a diversity

of learners], or the issue, from that perspective. But when we interacted, like when the kids work with each other, they [students] scaffold [learning]'. This demonstrates Ingrid's belief that learning is a joint enterprise, and that students co-construct knowledge when they share and develop ideas. With this in mind, Ingrid always created learning opportunities for children to work with one another in practice. For example, in one observation where students were learning to distinguish between facts and opinions, Ingrid asked her third graders (I-Obs<sup>2</sup>): 'What is a fact? Can you share one fact to the person next to you? Think, pair, share. Go!' In our interview, Ingrid talked about her rationale behind. She said (I-Intw): 'If you [students] cannot come up with an answer, it might not be your problem. If you [students] get to work with somebody, say a buddy, then you share your ideas - that would maximise students' learning'.

In her reflection, Ingrid articulated a similar belief that children learn through working with one another. She wrote (I-Ref<sup>1</sup>): 'In the setting of group group [sic], students are allowed to seek help or clarify ideas. Collaborative structure is adopted [...] Students are believed to learn best through such kind of scaffolding'. In this lesson where all children were expected to work in groups (I-Obs<sup>1</sup>), Ingrid nominated among them a *Leader*, a *Noise Level Controller*, and a *Resource Manager*. During the activity, she reminded some students the importance of working with one another. For example, she said to one group (I-Obs<sup>1</sup>): 'I think your group would work better if you work as a group. Okay?' Later on in our interview, Ingrid said (I-Intw): 'They [students] need more guidance on discussion, because they are kids [...] They might need more guidance from the teacher [on how to work with one another]'

### 5.2.2 'Students can test their ability' – Engaging students to assess their own learning

One specific practice that Ingrid used to support the learning of all children concerned engaging everyone to assess their own learning. For instance, she wrote in one reflection (I-Ref<sup>1</sup>): 'Rotational activities are designed for students because students will get to experience the different levels of work. Students can test their ability and get the awareness of "where they are at" in their learning'. In this lesson (I-Obs<sup>1</sup>), children working in groups compared, for example, animals (turtles and tortoises), fruits (water melon, cherry, and apple), and drinks (banana milkshake, fruit punch, chocolate delight, and honey lemon drink). According to Ingrid (I-Ref<sup>1</sup>), these tasks comprised 'different levels of work'. That is, while some questions were made easier, others were more difficult.

Towards the end of the activity, Ingrid announced (I-Obs<sup>1</sup>): ‘Alright, very last one minute. It’s okay not to complete all [parts of each question]. I just want you to have a taste of [each of] the activities’.

In our interview, Ingrid spoke about how students may benefit from evaluating their own learning. She said (I-Intw): ‘Unless they [students] do self-reflection, right? Otherwise [without attempting all the questions], they won’t find out what they are good at’. Nonetheless, this is not to suggest that students’ self-assessment is a sure ‘recipe’ in her classroom. For instance, in the subsequent observation (I-Obs<sup>2</sup>), a girl gave a short presentation (*Show and Tell*) on her favourite cartoon character. She was provided with a self-evaluation form afterwards to reflect on her own performance (Figure 5.10). Although this (‘Show and Tell – self-assessment’) was highlighted by Ingrid as one of her good practices (I-Ref<sup>2</sup>), she also referred to its limitations in our stimulated recall interview. She said (I-Intw): They [students] can only find [comment on] something like good eye contact, good body gesture [...] But they can’t put on a teacher’s hat, and think in which specific area they can improve [...] It’s okay. That’s why they need teachers, right?’

<p><b>Self-reflection</b></p> <p>How well did I work in this round of Show and Tell? (Circle the one the suits you most)</p> <p style="text-align: center;">Excellent      Good      Fair/Just Okay      I can do better next time!</p> <p>1. What have I done well? 2. List down one thing that I could improve.</p> <p style="text-align: right;">(p.3)</p>
---

Figure 5.10 *Show and Tell – Self-reflection (Extract; I-Obs<sup>2</sup>)*

### 5.2.3 ‘To inform me what to do’ – Using formative assessment to support teaching

So, how did Ingrid assess students’ learning when wearing her teacher’s hat? For example, she wrote in one reflection (I-Ref<sup>1</sup>): ‘Students’ contribution and participation play a crucial role in the learning activity’. In this lesson (I-Obs<sup>1</sup>), children collaborated in groups to complete different tasks. During the course of the process, Ingrid joined some of the groups, and offered help to individual learners. My earlier discussion has discussed two overall aims of this activity. First, students were allowed to explore meanings and

construct knowledge in a collaborative manner (Section 5.2.1). Second, they were able to assess their own learning in the course of the process (Section 5.2.2). In our interview, Ingrid spoke about a third objective (I-Intw): 'If they [students] sit there in the classroom, [and] they don't do anything, that doesn't allow me to know how much they know. [They need to be] active in order to let me know what they know'. In other words, the activity was also used by Ingrid as formative assessment to evaluate the progress of students' learning.

In the subsequent observation (I-Obs<sup>2</sup>), children were learning about the differences between facts and opinions. Following on from some whole-class teaching, Ingrid said (I-Obs<sup>2</sup>): 'Now we'll skip this practice, because I want you to enjoy the game'. She then carried out an activity called *Quiz-Quiz-Trade*, which allowed students to exchange information in pairs. When asked about this *ad hoc* classroom decision to modify her teaching plan, Ingrid said (I-Intw): 'Because the game [*Quiz-Quiz-Trade*] itself, to me, it's the best way for me to figure what they [students] know, what they don't know [...] It allows me to check their understanding'. She also explained how this formative assessment informed her planning for future lessons (I-Intw): 'If everybody [shows that they] know what facts and opinions are, I can go straight into deeper teaching, because the ultimate goal is [...] [for them] to write an argumentative writing, to throw in facts and opinions to support their ideas'.

#### 5.2.4 Learning from Ingrid

Ingrid compares teaching the diversity of learners to ‘cooking a dish’. She recognises the time it takes for students to ‘think and share ideas’ when they learn. In practice, Ingrid demonstrated consistent efforts to facilitate students’ collaborative learning. This was based on her belief that students scaffold learning when they exchange and develop ideas. She also encouraged everyone to participate in classroom activities, and sought to use formative assessment to support teaching and learning. Figure 5.11 below summarises the key themes discussed in Ingrid’s case study with regards to understanding inclusive pedagogy:

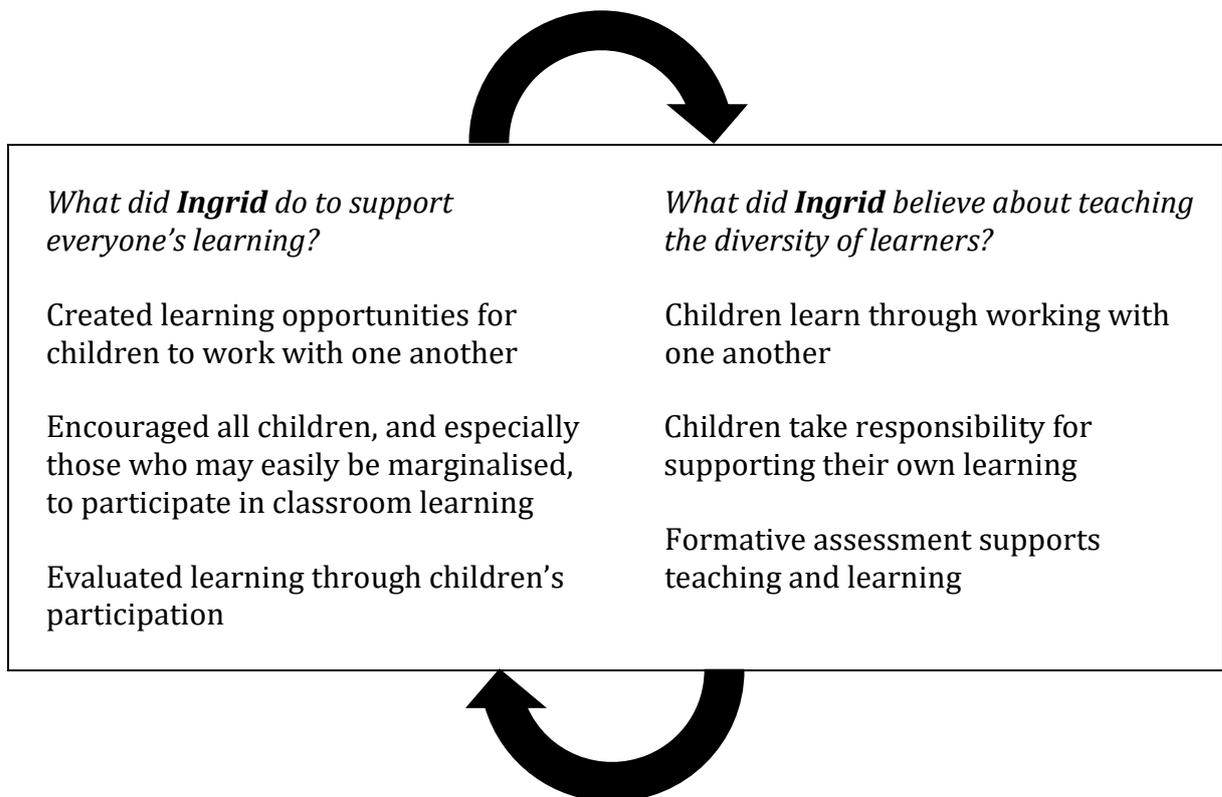


Figure 5.11 Understanding inclusive pedagogy in context – Learning from Ingrid

### 5.3 Peter Wan

Peter joined Gate Primary School a decade ago. Prior to this, he had been an Early Years practitioner for seven years. This case study explores Peter's teaching of a Primary 6 class with 30 students (aged 11-12). According to Peter (P-Intw): 'Their [These students'] learning styles are very different. I have children who prefer to work independently when they're writing, a lot of children who would prefer to discuss [and] talk to each other when they're writing, children who need devices when they work, [and] children who won't even touch a device [...] We [teachers] have to remember that children are learning differently'.

Given this diversity of learners, Peter compares teaching them as 'completing a collage' (Figure 5.12). Although 'each student has differing ability and interest', he is convinced that 'each adds to the final picture and the final product is bigger than the sum of the individuals'. As Peter elaborated in our interview (P-Intw): 'If I give them [students] a group task where they have to contribute [...], they have to not just show me they have understood the content and met the learning objective, but then that's where the critical thinking and the collaboration come in, which I would not be able to see if they were working all by themselves'. Here, Peter articulated his belief that all students learn through working with one another, and especially in terms of the generic skills that they may well practise and demonstrate through their interactions.

*Thinking metaphorically, teaching this diverse group of learners was like completing a collage. Each student has differing ability and interest. Although they differ in their English abilities, each adds to the final picture and the final product is bigger than the sum of the individuals.*

*Peter*

Figure 5.12 Metaphor elicitation and reflection activity – Peter's responses (P-Ref<sup>1</sup>)

#### 5.3.1 'I want to see cooperation' – Facilitating collaborative learning

In practice, Peter showed consistent efforts to facilitate close collaboration among his students. For example, he wrote in one reflection (P-Ref<sup>1</sup>): 'For the second activity, they worked in pairs or groups of threes to complete 10-point tasks from a 2-5-8 menu of literature activities.' In this lesson (P-Obs<sup>1</sup>), children worked together on multiple

collaborative tasks of their choice (see Figure 5.13). To begin with, Peter made explicit how he wanted all students to work. He said (P-Obs<sup>1</sup>): ‘As a group, you have to finish ten points, okay? You have to divide up your work [...] But everyone should be doing some work together’. During the activity, Peter was aware that a girl (Emily, pseudonym) had seemingly been left out by the other group members. He approached the group, and asked (P-Obs<sup>1</sup>): ‘Can you make sure she [Emily] is included? [...] I want to see everyone is involved’. He also reminded the whole class of his expectation on a later occasion, by which he said (P-Obs<sup>1</sup>): ‘I don’t want girls talking to only girls, and boys talking to only boys. I want everybody talking to everybody [...] I want to see cooperation. I want to see [everybody] working with each other nicely”.

**2-5-8 Menu**

Appetizers (2 points)

- Write a summary of chapter 7/8 in eight to ten sentences.
- Illustrate the scene when Lina saw people frantically buying supplies from Supply Depot (p.100).
- Create 5 True/False questions.

Entrees (5 points)

- Make 10 True/False questions.
- Create 7 Multiple Choice questions.
- Rewrite the letter on p.108 and make it more persuasive.
- Make 15 Quiz-Quiz-Trade cards

Dessert (8 points)

- Make a sequencing activity with 8 sentences.
- Make a word search using at least 20 vocabulary in chapter 7/8.
- Create a drama to present the conversation between Lina and Captain Fleery (p.97-99).

(Slide 3)

*Figure 5.13 The 2-5-8 Menu (Extract; P-Obs<sup>1</sup>)*

When we discussed these classroom episodes in the post-observation interview, Peter explained (P-Intw): ‘Children will not know very easily how to divide the work. So, as a teacher, you have to give them very specific strategies [...] Once you give the children clear guidelines, then they can go and do it’. Also, he reiterated his overall aim of ‘completing a collage’ – a process in which all students can contribute to one another’s learning through

their collaboration. Peter said (P-Intw): ‘They [students] have to support each other as teammates, and group mates, and with the generic skills’.

### 5.3.2 ‘To ensure all are engaged’ – Encouraging everyone’s participation

As was evident, Peter was keen to create opportunities for children to participate in classroom learning. For example, he wrote in one reflection (P-Ref<sup>1</sup>): ‘I get the students to engage in cooperative learning structures such as *Quiz-Quiz-Trade* in order to ensure all are engaged and there is accountability’. He also highlighted a similar practice elsewhere (P-Ref<sup>2</sup>): ‘The learning task involved all students in class [...] There was 100% engagement and participation’. In these two lessons (P-Obs<sup>1</sup> and P-Obs<sup>2</sup>), students were placed randomly in pairs to talk about the novel *City of Ember* (through *Quiz-Quiz-Trade*), and debate social issues (for example, *Valentine’s Day is overrated*, *Downloading music from the Internet should be legal*, and *Social media does more harm than good*). Reflecting on these paired discussion activities, Peter stated (P-Intw): ‘There is equal participation, there is accountability [...] It’s a language classroom, right? So, everybody is talking [but] not just the one child who puts his hand up’.

Following on from these activities, Peter set up a more formal debate (P-Obs<sup>3</sup>). It involved eight students (two teams of four). The motion was *This house supports the banning of photography and filming from performance*. Towards the end of the activity, Peter invited all other students from the floor to vote on the winning team, as well as the strongest argument they presented (through a mobile polling app called *Mentimeter*). Reflecting on this practice, Peter wrote (P-Ref<sup>3</sup>): ‘In order to involve the rest of the class, I use[d] *Mentimeter* so the class has to key in one debate point that they thought was the strongest. The class also use[d] *Mentimeter* to vote for the winning team’.

### 5.3.3 ‘See things from their point of view’ – Respecting students’ perspectives

In another reflection, Peter recalled (P-Ref<sup>2</sup>): ‘Someone is absent [the day before] and so the whole debate [activity] has to be cancelled as these are group debates’. At the beginning of this lesson (P-Obs<sup>2</sup>), a student (Johnny, pseudonym) told Peter that he ‘didn’t get ready’ for the scheduled debate. After clarifying with him, Peter said to the class (P-Obs<sup>2</sup>): ‘Sorry, guys! He [Johnny] is not ready. We have to cancel debate because Johnny’s not ready, and it’s okay because he wasn’t well [the day before]. Okay? So, we will postpone the debate’. He continued: ‘Now the next activity is related to it [debate]. Because [although] we couldn’t do debate, we can practice. It’s [about] the art of

persuasion'. He carried on by consulting all students about teaching and learning. He asked the class (P-Obs<sup>2</sup>): 'Any suggestions for [debate] topics? [...] I would love a suggestion from you'. Based on their collective ideas, Peter proposed some spontaneous motions, including *Justin Bieber is awesome*, and *Hong Kong should ban all McDonald's*.

Reflecting on the challenges of teaching this group of learners, Peter stated (P-Ref<sup>2</sup>): 'The teacher needs to plan for alternative lessons which still tie in with the learning objectives'. On the one hand, this *ad hoc* classroom decision - in response to a student's temporary difficulty in meaningful participation - illustrates Peter's belief that teaching a diversity of learners involves engaging all children in the classroom (as already discussed in Section 5.3.2). On the other hand, it shows his respect for listening to children's perspectives. As Peter maintained (P-Intw): 'You really have to see things from their [students'] point of view [...] They want the teacher to praise them, so they will work hard. And if they [say they] can' do something, it is because they really can't do it [...] We [therefore] pushed the whole debate to the next lesson'. Underpinning this improvisation is a fundamental trust that Peter has in his students - a belief that learners withdraw from participation only when they are inhibited. He noted (P-Intw): '[By trusting the learners] you get much better work [from them]. You feel much more positive while you're in the classroom'.

### 5.3.4 Learning from Peter

Peter compares teaching the diversity of learners to 'completing a collage'. This metaphor helps to illustrate his commitment to connect all learners through his teaching. In practice, Peter demonstrated constant efforts to foster collaboration among all children. He is convinced that all students learn through working with one another, and especially in terms of the generic skills that they practise and develop therein. As was evident, Peter provided ample opportunities for all children to participate in classroom learning. He also took care to respect students' needs and interests through improvising his own teaching. Figure 5.14 below summarises the key ideas relevant to understanding inclusive pedagogy as discussed in this case study:

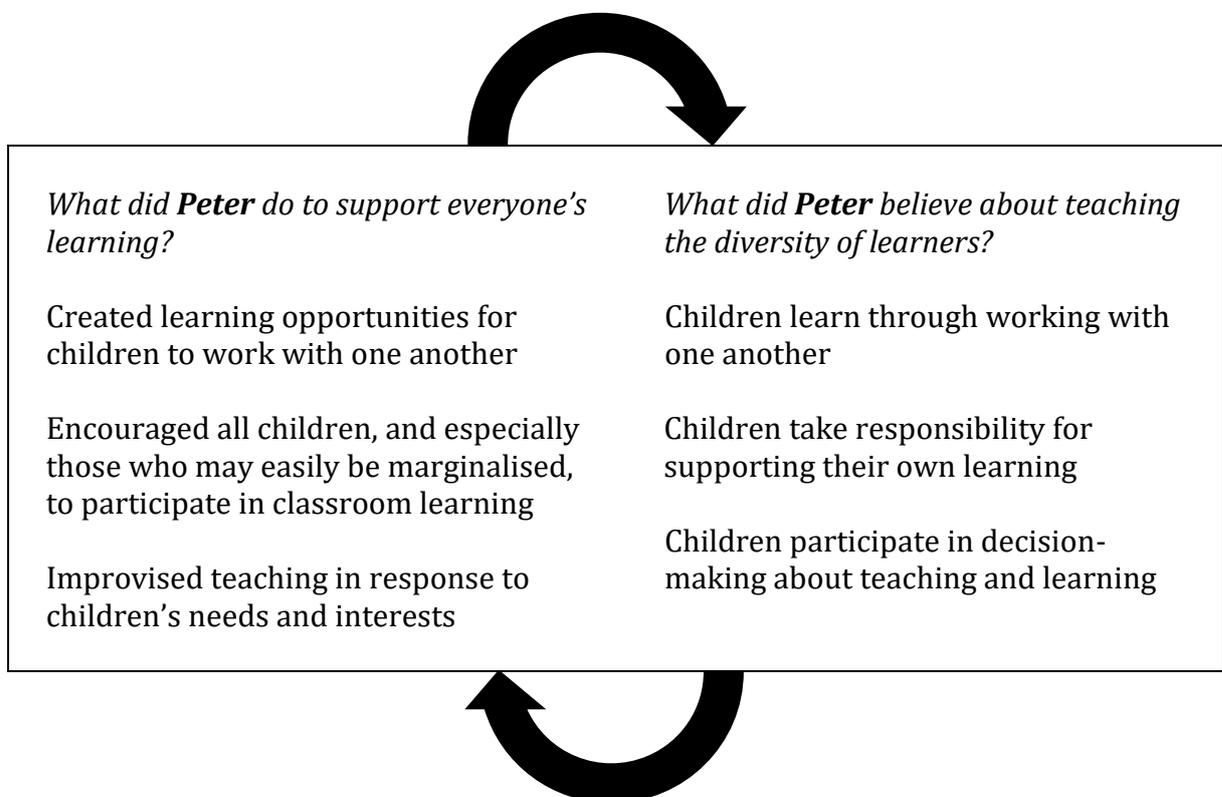


Figure 5.14 Understanding inclusive pedagogy in context – Learning from Peter

#### 5.4 Moses Tan

Moses joined Park College seven years ago as a newly qualified teacher. This case study explores his teaching of a Secondary 3 class composing 25 students (aged 14-15). In our discussion, Moses talked about how much he had enjoyed teaching this group of learners in general (M-Intw): 'The students are very active. They are very responsive [...] It makes my job so much easier with students of that attitude'. Meanwhile, he also highlighted some specific challenges of supporting their learning (M-Intw): 'In terms of behaviour, there is a student with special educational needs, and that student has a very short attention span. So that's also something I need to address. There are students who don't get along well with each other [...] They have a history of argument, so I need to take that into consideration when I plan activities'.

In his metaphor (M-Ref<sup>1</sup>), Moses compares teaching the diversity of learners to 'doing stand-up comedy' (Figure 5.15). He believes that it is the teacher's responsibility to 'ensure that they [students] all had [have] something to be entertained by', and will therefore leave the classroom with 'a sense of satisfaction'. In addition, Moses is aware of the 'different sense of humour' that his students have, and hence the importance of delivering 'jokes of different nature'. Through this metaphor, Moses demonstrates not only his sensitivity over supporting the diversity of learners, but also his stated readiness to do so. As he said in our interview (M-Intw): 'When you create materials, you don't know how students are going to react to it, whether they'll find it very hard or challenging, or would that be too easy for them. To see their reactions and see if they are laughing at it [allow you to know] the fact that it's really easy or it's really hard [...] A lot to do with improvising, just like [stand-up] comedy'.

*Thinking metaphorically, teaching this diverse group of learners was like doing stand-up comedy. As a comedian, I had done my homework, preparing a variety of jokes (lesson activities). Their reaction to these jokes was not as expected at times, which meant that I had to improvise. Among the audience, there were people with different sense of humour, so I had to ensure that they all had something to be entertained by and left my show with a sense of satisfaction. Therefore, jokes of different nature were delivered to cater to different tastes.*

*Moses*

Figure 5.15 Metaphor elicitation and reflection activity – Moses' responses (M-Ref<sup>1</sup>)

#### 5.4.1 'It is important I make students laugh' – Understanding students' perspectives

Reflecting on his inclusive practices, Moses wrote in one reflection (M-Ref<sup>1</sup>): 'I showed a bad example (my attempt at being funny) to reenergise students after a relatively monotonous task of checking answers'. In this lesson (M-Obs<sup>1</sup>), children learnt about the purposes and elements of a letter of complaint. To begin with, Moses showed the group a poorly-written sample (Figure 5.16). He asked (M-Obs<sup>1</sup>): 'Do you think this is a good letter of complaint?' His question provoked a wave of laughter in the classroom. Moses later on recalled (M-Ref<sup>1</sup>): 'Once they [students] were all wide awake, I gave them an appropriate example and got them to search for the features of a letter of complaint'.

Dear Sam-stupid-sung,

You are the gunk between my toes.

You should be ashamed of yourself for producing junk that u call smartphones. I've promised myself never to use your junk again because it looks terrible. All my mates laugh at me for using your phone as they all use iPhone. You know what, iPhone is the bomb. It's sooo coooool.

When I was in Korea, I tried your seaweed. It was yummy. You should focus on that and forget about making smartphones. Opps, I meant junk.

Moses

(Slide 6)

Figure 5.16 Letter of complaint (Extract; M-Obs<sup>1</sup>)

In our discussion, Moses restated his responsibility as a 'comedian'. He said (M-Intw): 'I feel it is important I make [my] students laugh, [and] they really react to actual jokes or some sorts of entertainment that I can provide within the classroom'. He further explained his philosophy behind (M-Intw): 'The students have 15 subjects that they have to take. That's a lot. It's a very stressful year for them. English, in a way, can be considered like a stress relief subject [...] They [students] come in, they're entertained for a bit, they improve, they listen to English [...] It's an aim that by the end of the year they show improvement in their listening and their speaking'. Underlying this remark is Moses' deep empathy for the contextual difficulties that children may encounter, together with a belief that the removal of such will further support their learning and achievement.

#### 5.4.2 'Something that they can connect' – Designing engaging learning experiences

So, what else did Moses do to 'entertain' his students? One of the practices that he identified concerned designing learning experiences with which students can readily engage. For example, he wrote in one reflection (M-Ref<sup>2</sup>): 'It is important for readers [students] to make connections with things around them while they read any piece of text. I chose a relatively popular song by Lady Gaga to illustrate [...] how the issues raised in *The Giver* [reader] may apply to students' lives'. In this pre-reading lesson (M-Obs<sup>2</sup>), children discussed the theme of individuality. With reference to a song by Lady Gaga (*Hair*), Moses said (M-Obs<sup>2</sup>): 'She [Lady Gaga] wants to stand out from the crowd [...] In our world, is it something that people look down upon, or is it respected? A question that you need to think about when you are reading the book: being able to stand out'.

In the subsequent observation (M-Obs<sup>3</sup>), children participated in a post-reading discussion activity (*Literature Circle*). They took on different roles in seminar groups of five (Figure 5.17). After five rounds of discussion, everyone got the opportunity to occupy each role once. Among them, a *Connector* was expected to identify connections between their reading and the real world (Figure 5.18). As Moses wrote in his reflection (M-Ref<sup>3</sup>): '[By assigning students to different roles] I wanted students to learn different aspects of the novel, including themes, real-life connections, vocabulary, etc. on their own'. He also articulated in our discussion this commitment to engage learners through relevant learning experiences (*cf. Connector*). He said (M-Intw): 'Having an interesting lesson is very, very important. You may ask me about my definition of interesting [...] [To have] something that they [students] can connect with, that's very important'.

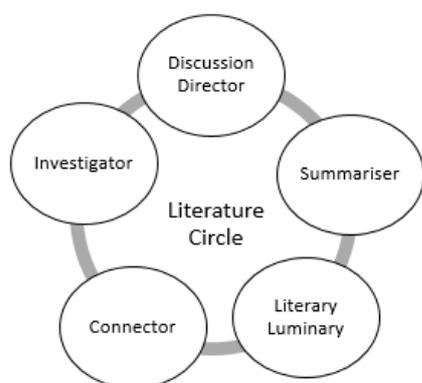


Figure 5.17 Literature Circle (M-Obs<sup>3</sup>)

### 5.4.3 'Weaker readers need more guidance' – Scaffolding learning for all students

Moses wrote elsewhere (M-Ref<sup>1</sup>): 'When I realised that some questions were too hard for certain students, I offered to play the video again, to which all students happily agreed'. In this lesson (M-Obs<sup>1</sup>), students answered four questions while watching a two-minute news report. After playing the video once, Moses asked: 'How many of you would say that you have answered all the questions?' Realising that some learners had found the task challenging, Moses offered to play the clip again. He said to the class (M-Obs<sup>1</sup>): 'That was hard, wasn't it? It's pretty fast [...] I'm going to replay it one more time'. In our interview, Moses reflected on this decision-making about teaching and learning. He said (M-Intw): '[It is] a short video. Even if let's say 60 per cent of students they don't want me to play it [again], I would just allow them to have some free time while I play it for the rest of the students'.

**Connector:** Your job is to find connections between the book your group is reading and the world outside. This means connecting the reading to your own life, happenings at school or in the community, similar events at other times and places, or other people or problems that this book brings to mind. You might also see connections between this book and other writings on the same topic or other writings by the same author. There are no right answers here. Whatever the reading connects *you* with is worth sharing!

Some connections I found between this reading and other people, places, events, authors:

(p.6)

Figure 5.18 Literature Circle – Connector (Extract; M-Obs<sup>3</sup>)

Similarly, in another reflection, Moses mentioned providing additional support to some learners. He wrote (M-Ref<sup>2</sup>): 'To ensure that the understanding of the novel is manageable to students of all abilities, I gave some questions to students to answer as they read the first chapter of the book [...] Weaker readers need more guidance and these questions were given with the aim of helping them better understand the novel'. Towards the end of this lesson (M-Obs<sup>2</sup>), Moses showed the class four guided reading questions (Figure 5.19). He said to the whole class: 'We've got ten minutes to go. I'd like you to write [answer] a few questions for chapter one. Be prepared to discuss these tomorrow'.

When we later on discussed this episode, Moses highlighted the importance of making learning accessible to everyone. He said (M-Intw): 'Even the weaker learners in the class [...] I usually have more, like I ask more follow-up questions, give them more guidance

when they are doing the activities in class'. He then shared one of his strategies to achieve this: 'I've tried to follow Bloom's taxonomy. Let's say I would have maybe five to seven questions, the first two or three questions would be simple [...] I have very simple questions and then gradually it gets harder [...] They [students] all answer the questions. The weaker ones learn from the stronger ones when they share answers for the more tricky questions'.

### **The Giver: Chapter 1**

Read Chapter 1, and be prepared to discuss:

- the setting and the characteristics of the world Jonas lives in
- the similarities/differences between your world and his (just what you can see from the first chapter)
- the language used by the characters: what do they say? What topics do they focus their discussions on?
- Anything else you think is significant in this first chapter

(Slide 9)

*Figure 5.19 The Giver – Guided reading questions (Extract; M-Obs<sup>2</sup>)*

#### 5.4.4 Learning from Moses

This case study started with Moses' metaphor, with which he compares teaching the diversity of learners to 'doing stand-up comedy'. He is aware of students' 'different sense of humour', and therefore the importance of 'improvise[ing]' his teaching according to their responses. In practice, Moses showed consistent efforts to provide his pupils with enjoyable and engaging learning experiences. He is convinced that these help promote everyone's learning and achievement. He also demonstrated a commitment to make learning accessible to everyone through scaffolding. Figure 5.20 below summarises the key themes discussed in Moses' case study in relation to understanding inclusive pedagogy:

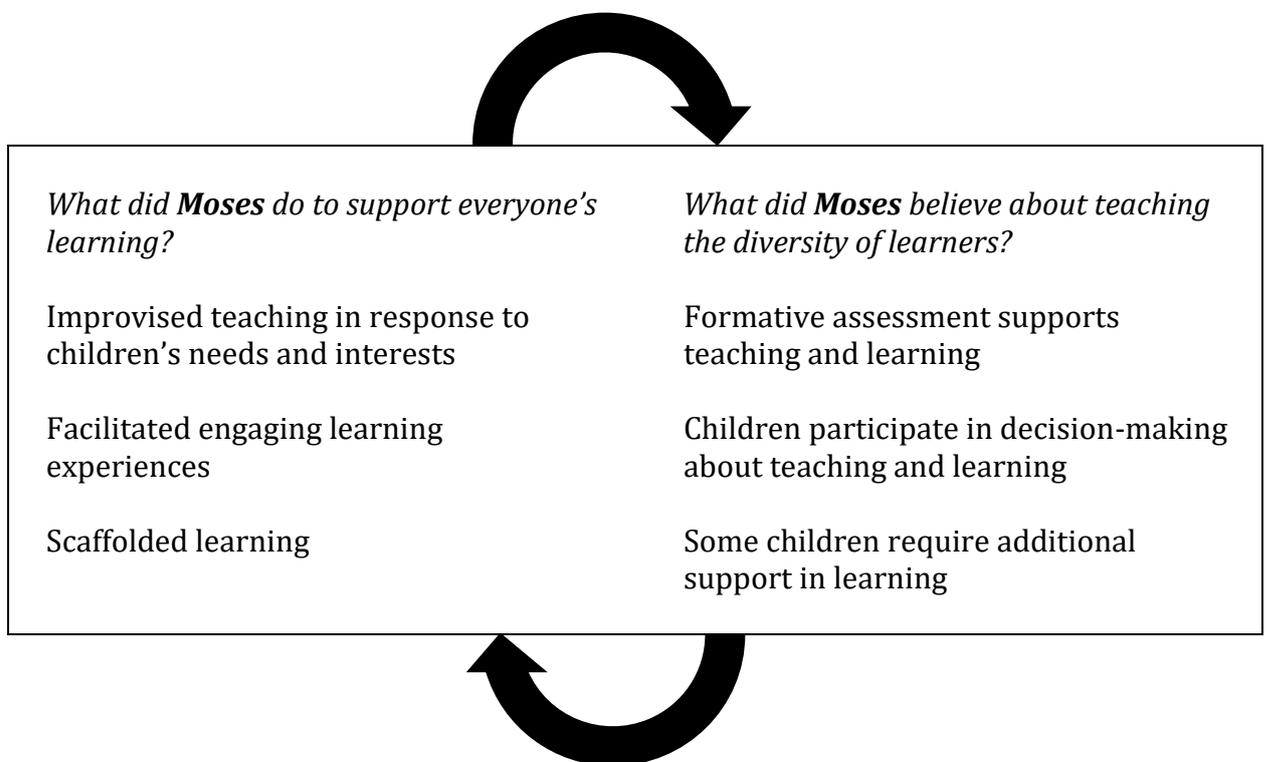


Figure 5.20 Understanding inclusive pedagogy in context – Learning from Moses

## 5.5 Helen Shum

Helen has taught at Park College for seven years. This case study focuses on her teaching of a Secondary 5 class consists of 19 students (aged 16-17). In our interview, Helen talked about a specific challenge of teaching this group of English language learners. She said (H-Intw): 'I've got students who were interested in reading even before they joined my class [two years ago]. I've got students who didn't like reading, but after having been with me for two years [...], they've started to read on their own, and asked me for additional books as well. And, I've still got students who resist reading no matter how hard I've tried'.

In her metaphor (H-Ref<sup>1</sup>), Helen compares teaching the diversity of learners to 'lining them up for a class photo' (Figure 5.21). As some students prefer to 'hide behind their peers who are more outspoken and willing to participate', she considers it her responsibility to make 'minor readjustments to make sure everyone can be seen and heard in class'. According to Helen (H-Intw): 'I want to make sure I can see all the kids [...] I don't want students to kind of hide and blend in. I want [all] students to contribute to the discussion, and whatever is happening in the classroom as well'.

*Thinking metaphorically, teaching this diverse group of learners was like lining them up for a class photo – some students like to hide behind their peers who are more outspoken and willing to participate, and it is up to me to make minor readjustments to make sure everyone can be seen and heard in class.*

*Helen*

Figure 5.21 Metaphor elicitation and reflection activity – Helen's responses (H-Ref<sup>1</sup>)

### 5.5.1 'Let's see who hasn't spoken today' – Encouraging everyone's participation

One strategy that Helen used to make visible all pupils was to keep a running tally of their contribution to whole-class discussions. She wrote in one reflection (H-Ref<sup>1</sup>): 'The poster of participation record on the whiteboard reminds me which students have been less active and requires more direct prompting/encouragement'. At the beginning of this lesson, Helen said (H-Obs<sup>1</sup>): 'Let's see who hasn't spoken today yet'. She then referred to the tally, and nominated a boy - who had not spoken yet - to share his thoughts. Reflecting on this practice, Helen said (H-Intw): 'By keeping tally I know kind of who to pick on a little bit more, to encourage a bit more as well, so I can focus a bit more on them'. As the current Head of English, Helen also referred to their school-based *English Language Policy*

(Figure 5.22), which sought to encourage everyone to ‘speak English and contribute regularly in English lessons’. All these practices helped demonstrate Helen’s commitment to encourage the participation of all learners, and especially those who may easily be marginalised in the language classroom. As she explained (H-Intw): ‘English as a subject, it is a skill, so they [students] need to practice it [...] If they could get through a lesson without saying a single word, then I guess I am not doing my best to have everybody practice the skill’.

## **2. Adherence to the English Language Policy (ELP) (10%)**

We encourage you to speak as much English as you can in school, particularly in English classes. It does not matter how well you speak or if you make grammar and/or pronunciation mistakes. Of course you will make mistakes because you are learning the language! As long as you try to speak English and contribute regularly in English lessons, we will be happy to award you full marks for supporting the ELP. As the saying goes, “practice makes perfect”.

(p.7)

*Figure 5.22 English language policy (Extract; H-Intw)*

### *5.5.2 ‘Find things that would interest them’ – Designing engaging learning experiences*

In one reflection, Helen wrote (H-Ref<sup>2</sup>): ‘I tried to engage students with interesting (though frivolous) content related to the new unit of *Career and Further Education*’. Similarly, she described elsewhere (H-Ref<sup>3</sup>): ‘This lesson doesn’t seem much different from the other two lessons where I tried to engage students with interesting material (video and article) about an unusual occupation’. Some of the unusual professions that Helen introduced in these two lessons (H-Obs<sup>2</sup> and H-Obs<sup>3</sup>) were *Man Who Watches Paint Dry*, *Chicken Sexer*, *Fart Smeller*, *Mosquito Gatherer*, and *Professional Mermaid*. She said in our interview (H-Intw): ‘Definitely you [teachers] need to really help students to learn some kind of English [...] The other part is also helping them engage, to make them enjoy the subject’. According to Helen, however, this is a challenge facing herself and many teachers in Hong Kong. She explained (H-Intw): ‘It is another thing to find material that is appropriate in terms of [students’] age appropriacy and also English ability [...] If you find something that they [students] could comfortably read in English, maybe the ideas are a bit juvenile, [...] so they might not be interested’.

With this caution in mind, Helen said (H-Intw) she had ‘tried very hard to find things that would interest them [students]’. In particular, she spoke about facilitating meaningful learning experiences for all learners. She stated (H-Intw): ‘I guess if it [learning experience] is meaningful [to them], then it’s easier for them to have an interest’. Taking the aforementioned unit about workplace communications as an example, Helen added (H-Intw): ‘I think job application and cover letter is something that they probably have to write a few times in their lives as well [...] Because it [the topic] is meaningful to [their] life, maybe as they read it [the materials] they will pay a bit more attention’. This helps to articulate, among others, Helen’s commitment to ensure relevant learning experiences with which children can readily engage.

### 5.5.3 *‘At their own pace first’ – Supporting the different rates at which students learn*

Another inclusive practice that Helen identified concerned recognising and accommodating the different rates at which students learn. For example, she wrote (H-Ref<sup>1</sup>): ‘Through comprehension worksheets, I aim to help students arrive at their own understanding of the material individually at their own pace first, before going through the material as a class’. In this lesson (H-Obs<sup>1</sup>), children discussed issues surrounding the carbon emission debate. They answered eight questions based on an article and a video, both of which were related to the zero-waste lifestyle of a girl called Hannah. According to my observation, all learners completed the task at different rates – while most finished in time, some were able to accomplish it earlier. A handful of those from the latter group started chatting among themselves. Helen approached one of them (who appeared to be researching about Hannah online with her mobile phone), and asked (H-Obs<sup>1</sup>): ‘Did you see anything interesting on her [Hannah’s] Instagram?’

In another reflection, Helen wrote (H-Ref<sup>3</sup>): ‘I tried to allow them [students] to work at their own pace -> share ideas with peers -> report back to class’. In this lesson (H-Obs<sup>3</sup>), students answered some reading comprehension questions on their own. During the process, Helen said (H-Obs<sup>3</sup>): ‘If you’ve finished [all questions], and your mate’s finished, feel free to check the answers against theirs, and see if you’ve got the same kinds of answers’. Similar to the previous observation (H-Obs<sup>2</sup>), there was a sense that students completed their classwork at different rates. Helen explained in our discussion (H-Intw): ‘Even for the average readers, they would comfortably be able to finish reading that part in time, plus just maybe 10 per cent extra [time] for the slow ones [readers]’. She also said

(H-Intw): 'I guess for the quicker ones [readers] [...], the thing is I'm not too strict about them doing other things in class if they have finished [...]. They could maybe do some of their work for the other subjects while they are waiting'. This conveys deep respect for the different rates at which all students learn.

#### 5.5.4 Learning from Helen

Helen compares teaching the diversity of learners to 'lining them up for a class photo'. Through this metaphor, she acknowledges that it is the teacher's responsibility to facilitate the participation of all students, and especially those who may easily be marginalised in the language classroom. In practice, Helen demonstrated a clear commitment to create equal opportunity for everyone to participate in classroom learning. This was partly achieved through developing teaching experiences that students may find interesting and relevant, alongside supporting the different rates at which all students learn. Figure 5.23 below summarises the key themes discussed in Helen's case study in relation to understanding inclusive pedagogy:

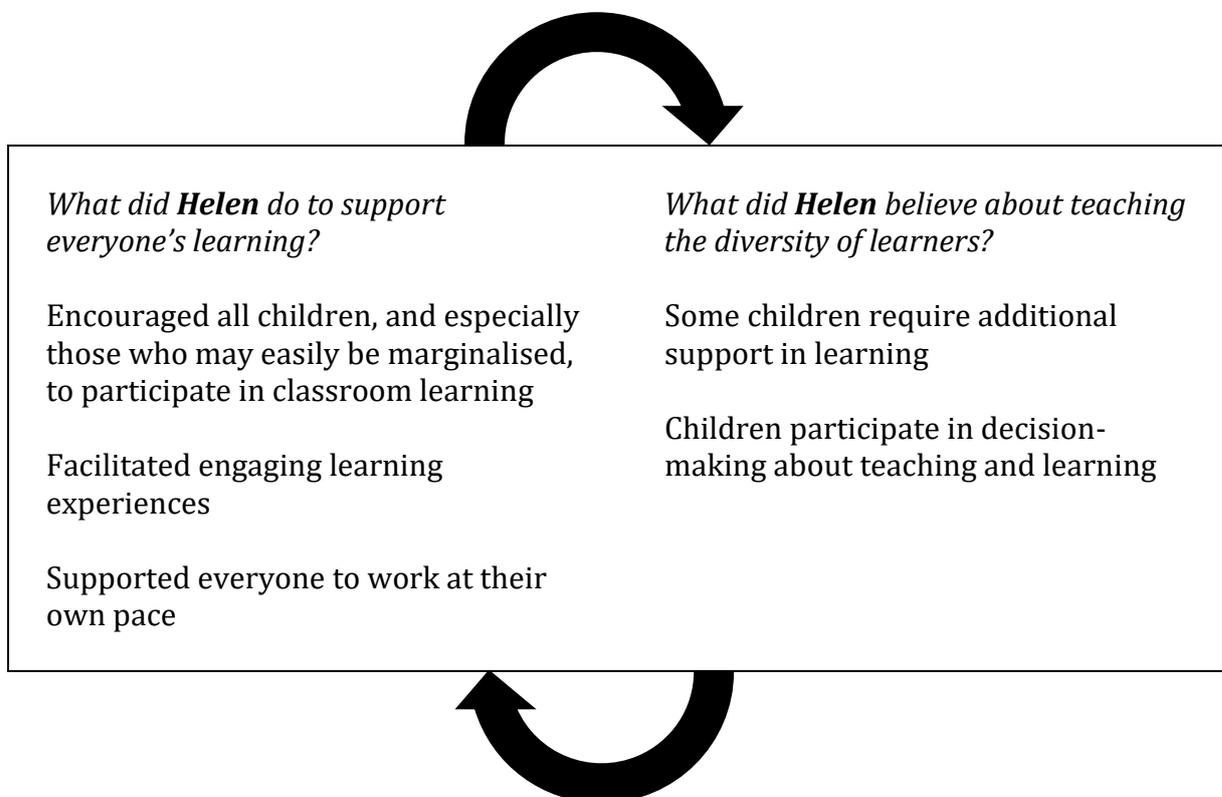


Figure 5.23 Understanding inclusive pedagogy in context – Learning from Helen

## 5.6 Lily Poon

Lily has taught at Christ College for two decades. In our interview (L-Intw<sup>A</sup>), she spoke about the good working relationships between herself and her colleagues, and how closely they collaborated in supporting the learning of all children. She highlighted in particular the school motto of Christ College ('Faith, Hope, and Love'), and referred to it as guiding principles underlying most of their work in the school. This case study considers Lily's teaching of two Secondary 2 classes (Class A and Class B). Evidence collected from Class A (the top set; 32 students) is mainly discussed in Sections 5.6.1 and 5.6.2, whereas those from Class B (the bottom set; 12 students) is examined in Sections 5.6.3 and 5.6.4. Finally, Section 5.6.5 summarises all the key themes discussed in Lily's case study in relation to understanding inclusive pedagogy.

### 5.6.1 'Finding ways to break through their limits' – Growing learning capacity

In her metaphor for teaching the diversity of learners in the top set (L-Ref<sup>A1</sup>), Lily compares herself to a 'coach' (see Figure 5.24). To guide these students to becoming 'more proficient users of English', she is aware of 'finding ways to break through their limits', and 'widening their horizons'. In our discussion, Lily summarised her expectation for her students. She said (L-Intw<sup>A</sup>): 'Ever improving'. She also spoke about developing individual learning plans with all children, and supporting their learning both within and outside the classroom.

*Thinking metaphorically, teaching this diverse group of learners was like a coach, always finding ways to break through their limits, widening their horizons to be a more proficient user of English.*

*Lily*

*Figure 5.24 Metaphor elicitation and reflection activity – Lily's responses (L-Ref<sup>A1</sup>)*

To Lily, all students can learn and achieve through hard work and appropriate learning strategies. This was a refrain not only heard in our interviews, but also manifested in her teaching. For example, as Deputy Head of English, Lily designed a school-based curriculum called *Learning to learn*. It included a series of activities for students in their first and second years to, for instance, reflect on their learning styles, set personalised learning goals, and identify appropriate learning strategies (Figure 5.25). One objective of this learning package, according to Lily (L-Intw<sup>A</sup>), was to dispel students' common

'misconception' that the capacity to learn English is inherent (for example, their 'wrong belief' that girls in general learn better than boys). She was convinced (L-Intw<sup>A</sup>) that lowering these 'affective filters'<sup>10</sup> is indicative of students' life-long achievement in English language learning.

**Affective Strategies – Encourage Yourself**

If I am discouraged, frustrated and I want to give up, what should I do? Tell yourself:

- It's OK if I make mistakes.
- Cheer up!
- No pain; no gain.
- I am improving!
- Never give up!
- Try harder.
- This is a necessary process. Every English learner has gone through this.
- I'm taking risks and doing well.
- Everybody makes mistakes; I can learn from mine.

(p.16)

*Figure 5.25 Learning to learn – Affective strategies (Extract; L-Intw<sup>A</sup>)*

For example, Lily wrote in one reflection (L-Ref<sup>A2</sup>): 'I have shown the students the vocabulary books of some good learners to encourage students to keep a good record of vocabulary bank'. At the beginning of this lesson (L-Obs<sup>A2</sup>), Lily praised a student for their efforts in keeping a vocabulary learning log. She showed their work to the whole class, and said (L-Obs<sup>A2</sup>): 'I am impressed. Look! The words are here, with the parts of speech, the meanings, and examples [...] Give them a big hand! This is a good example of a good learner of English. Keep a vocab book, build your vocabulary. Good job!' The message that Lily conveyed to the rest of the class here was clear: everyone can learn and achieve through hard work and the right strategies.

Reflecting on her other practices that supported this group of learners, Lily stated (L-Ref<sup>A3</sup>): 'Encourage[d] students to ask the teacher questions or for ideas, which implies

---

<sup>10</sup> The Affective Filter Hypothesis (Krashen, 1982) states how affective factors relate to the process of second language acquisition. It hypothesises that learners whose attitudes are not optimal for second language acquisition will tend to have a high affective filter, impeding the delivery of linguistic input to their personal Language Acquisition Devices.

that it is natural to have something they don't know as a learner. What matter is not a perfect piece of work [composition], but the attitude of pursuing forever improvement'. In this lesson (L-Obs<sup>A3</sup>), students spent about an hour to compose a story. Prior to this, Lily reminded all of them (L-Obs<sup>A3</sup>): 'You can always ask questions, remember! [...] I would put the chair here, as usual. Ask Ms Poon, Okay?' She then put an empty chair next to the teacher's desk, signalling to students that they could consult her if they wished to. According to Lily's reflection afterwards (L-Ref<sup>A3</sup>), she would like to reinforce to students that 'it is natural to have something they don't know as a learner. What matters is not a perfect piece of work but the attitude of pursuing forever improvement'.

### 5.6.2 'I have taught them...' – Scaffolding learning for achievement

So, what else did Lily do to help her students improve? Figure 5.26 below highlights some inclusive practices that she identified in her reflections (**emphasis** added):

- **'I have taught them** the skill of imagery in describing a place to polish their writing skill, making their writing more colourful' (L-Ref<sup>A1</sup>);
- **'I have taught them** vocabulary related to descriptive language using five senses to build their vocabulary bank so they can write more deeply' (L-Ref<sup>A1</sup>);
- **'I have taught them** different parts of a story so that students learnt how to put ideas together to create a story' (L-Ref<sup>A2</sup>);
- **'I have taught them** how to use a story planner to organize ideas into a logical text' (L-Ref<sup>A2</sup>);
- **'I have taught them** to develop a character: we need to describe their acts and behavior' (L-Ref<sup>A3</sup>)

Figure 5.26 Self-identified good practices – Lily (Extracts; **emphasis** added)

Notably, all sentences start with the phrase 'I have taught them'. These help to illustrate the sustained efforts that Lily spent in supporting the same group of learners - across three lessons - to write a 200-word story. In the first lesson (L-Obs<sup>A1</sup>), for example, Lily introduced the literary device of imagery; she encouraged students to enrich their writing by appealing to the five bodily senses. In the second lesson (L-Obs<sup>A2</sup>), Lily provided everyone with a story planner (Figure 5.27), and guided them to brainstorm ideas according to the template. Finally, she explained in the third observation (L-Obs<sup>A3</sup>) the purposes of dialogue, and how it could make a story authentic. Throughout this trio of observations, students were scaffolded step by step to produce their own stories. In our discussion, Lily summarised her overall aim (L-Intw<sup>A</sup>): 'Achievable goals'. That is, by

focusing on particular aspects of composition one after another, she sought to make learning accessible to every learner.

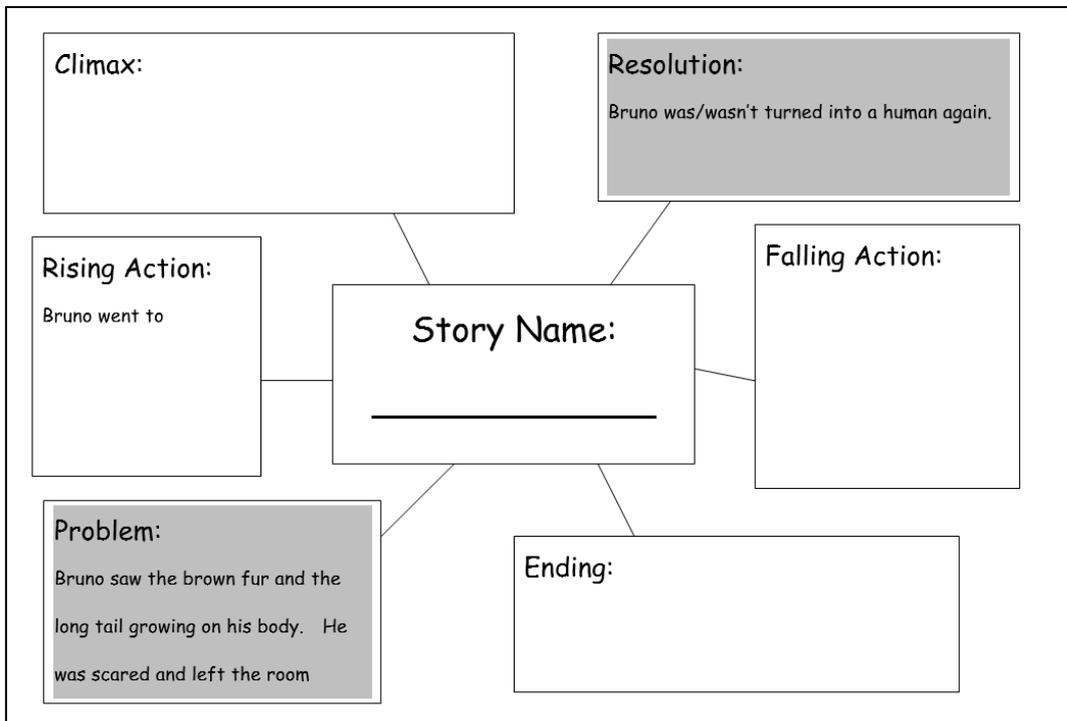


Figure 5.27 Story planner (L-Obs<sup>A2</sup>)

This sense of facilitating achievement for all children was indeed frequently enacted in Lily's teaching. For example, in one lesson (L-Obs<sup>A1</sup>), she let students decide what to write for their reading report (Figure 5.28). She said to the group (L-Obs<sup>A1</sup>): 'There are three choices. Don't do three of them, choose one only, either A, B, or C. Of course, C is the most difficult, A is the easiest. If you can manage, you can do C, or B. It's up to you'. This was what Lily later on referred to (L-Intw<sup>A</sup>) as her strategy to 'cater for learner diversity'; she did not want to demotivate anyone's learning by setting a single question that some might find either too hard or too easy to 'manage'.

## S2 English Reading Project

Task Three:

- A. Recommend this book to your friend by writing an email to him/her.  
OR
- B. Write a letter to one of the main characters telling him how you feel about him.  
OR
- C. Write a letter to the writer of the book telling him/her what you think he is trying to tell you and how it changed your worldview.

(p.4)

Figure 5.28 English reading project (Extract; L-Obs<sup>A1</sup>)

### 5.6.3 'Know their likes and dislikes' – Developing students' interests in learning

Thinking about teaching the group of learners in the bottom set (Class B; L-Ref<sup>B3</sup>), Lily considers herself instead as a 'manager' (Figure 5.29). In order to 'allocate the right job to the right student', she recognises the importance of knowing everyone's 'strengths and weaknesses', together with 'their likes and dislikes'. She acknowledges that managing all these could sometimes be 'quite challenging', despite the class is a 'small group of just 12' (vis-à-vis 34 in Class A). In our discussion (L-Intw<sup>B</sup>), Lily spoke about the differences between teaching as a 'manager' and a 'coach' (cf. p.139/Figure 5.24). To her, while a 'coach' does not usually need to do much to motivate the athletes (*viz.* students in the top set), a 'manager' may need to expend extra efforts in developing everyone's interests in what they do. This distinction conveys Lily's view that the students from this particular set (whom she 'managed') tend to be less intrinsically motivated than those previously discussed (whom she 'coached').

*Thinking metaphorically, teaching this diverse group of learners was like a manager. You need to know their strengths and weaknesses, their likes and dislikes, what works and doesn't on each student. Even though it is a small group of just 12, sometimes it could be quite challenging. The teacher needs to allocate the right job to the right student.*

*Lily*

Figure 5.29 Metaphor elicitation and reflection activity – Lily's responses (L-Ref<sup>B3</sup>)

Therefore, one strategy that Lily used to support this group of learners concerned developing their interests in learning the target language. For example, as she wrote in

one reflection (L-Ref<sup>B1</sup>): 'I have taught them a new form of performance, *Reader's Theatre*, which makes using English not so threatening but more enjoyable and fun'. At the beginning of this lesson (L-Obs<sup>B1</sup>), Lily read aloud with the class some dialogue taken from the storybook *The Witches*. She guided all students to depict the characters through varying their vocal expression. Also, she provided everyone with simple costumes and props to dramatise their reading. Here overall aim here was to make (L-Ref<sup>B2</sup>) 'learning English less threatening and more rewarding for them [students]'

#### 5.6.4 'Give them a sense of achievement' – Improving students' confidence in learning

Nonetheless, reflecting on this activity, Lily wrote (L-Ref<sup>B2</sup>): 'During the research [lesson observation], students seemed to react differently, more active than usual, hitting other actors, or more reluctant to try, lying on the desks, which might be related to self-defence mechanism, covering up their inferiority'. This remark suggests that some students, owing to 'their inferiority', did not respond positively to *Reader's Theatre* during my presence in the classroom (L-Obs<sup>B1</sup>). As pointed out by Lily (L-Ref<sup>B2</sup>), a major challenge of teaching this group of learners was their 'lack of confidence in learning English. [It is because] they have very weak foundation'. Hence, apart from developing their interests in learning the target language, she believes (L-Intw<sup>B</sup>) it is as important to give all children a 'sense of achievement'. For instance, Lily mentioned in one reflection (L-Ref<sup>B3</sup>): 'I have read aloud their poems and posted them on the bulletin board so as to boost their confidence in using English'. In this lesson, she said to the class (L-Obs<sup>B3</sup>): 'Remember the poems you wrote last time? I've read them all. They are very good. Should I read them to you? [...] I love them all [...] We will post up the good works'. She then displayed all twelve poems on the bulletin board. Figure 5.30 below summarises some similar practices that Lily identified in her other reflections (**emphasis added**):

- 'I have taught them how to write a short poem, which is manageable to them, to gain **a sense of achievement**' (L-Ref<sup>B1</sup>);
- 'I have asked them to write draw the poems on a piece of paper and will post them on the bulletin board to **build their confidence** in writing' (L-Ref<sup>B2</sup>);
- 'I have set the rule of 5 items in each dictation to keep the task a manageable goal so they would find it **easy to achieve**. Learning English is not too difficult' (L-Ref<sup>B3</sup>);
- 'I have demonstrated how to create a story with ideas pooled from the students to show them that **everyone has the potential to be a writer**'(L-Ref<sup>B3</sup>);
- 'I have shown them work of old students to prove to them that **writing a good story is something achievable**' (L-Ref<sup>B4</sup>);
- 'I have praised their effort to attempt, which could give them **a sense of achievement**, so they would try even harder' (L-Ref<sup>B4</sup>);
- 'I have broken down a big task into smaller tasks to show them that they could finish a big task by breaking it into smaller task. **So they would not give up so easily**' (L-Ref<sup>B4</sup>)

Figure 5.30 Self-identified good practices – Lily (Extracts; **emphasis added**)

### 5.6.5 Learning from Lily

This case report began with Lily's metaphor about teaching a group of high achievers. By comparing herself to a 'coach', Lily articulates her stated commitment to help everyone move forward in their learning. In practice, this involved equipping all children with appropriate language learning strategies, promoting their positive attitude to language learning, and setting as far as possible achievable goals for everyone. Thinking about teaching her other group of students (the bottom set), Lily considers herself as a 'manager'. This is partly owing to the extra efforts that she needs to spend in developing children's eagerness to learn. In the lessons that I observed, Lily demonstrated consistent efforts in designing motivating language learning experiences, as well as boosting students' confidence in learning the target language. Figure 5.31 below summarises the key themes discussed in this case study regarding understanding inclusive pedagogy:

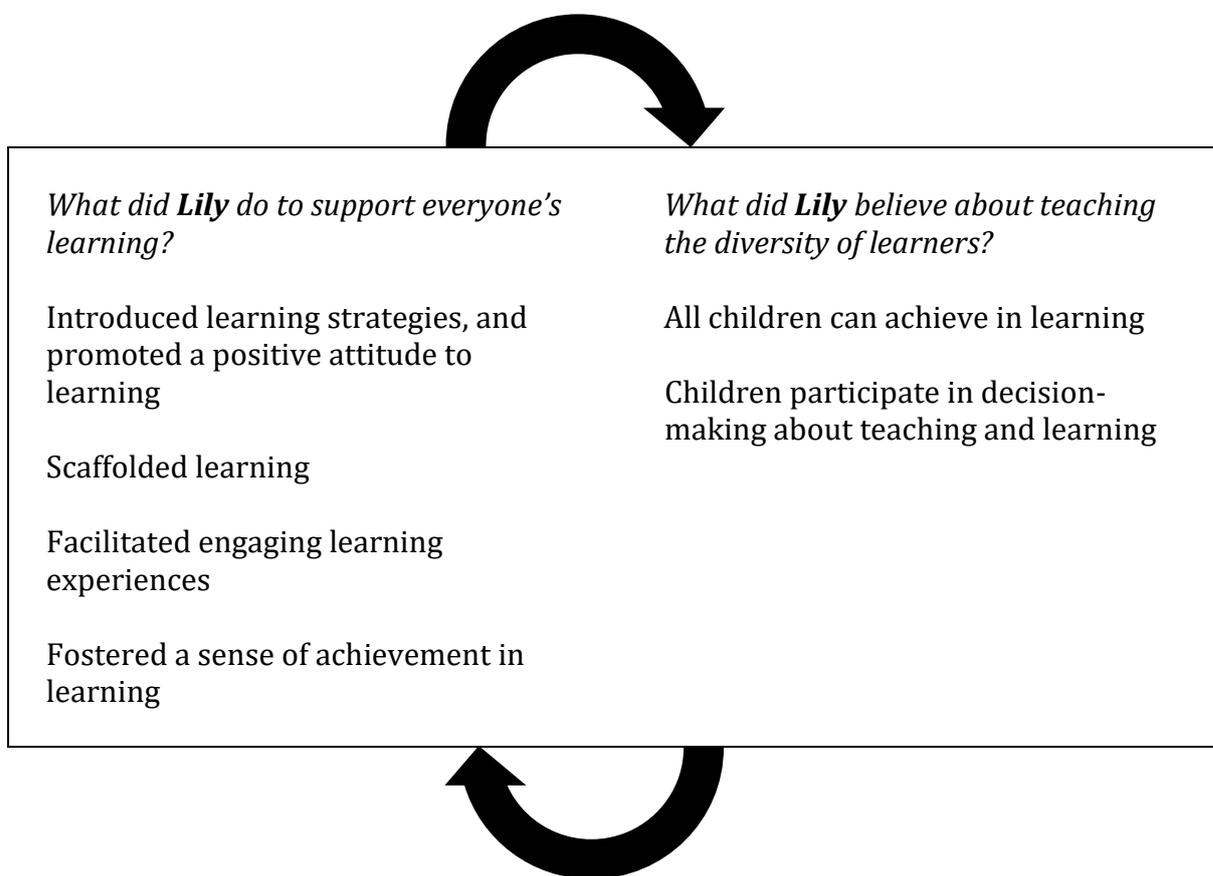


Figure 5.31 Understanding inclusive pedagogy in context – Learning from Lily

## **6. Learning from all teachers**

In the previous chapter, I considered the case studies of Yvonne, Ingrid, Peter, Moses, Helen, and Lily. I have begun reflecting on my key learning moments while researching with the teachers about their inclusive practices in context, in terms of what they do, how, and why. In presenting the six case studies, I drew on convergent evidence from multiple sources, including the teachers' reflections, my classroom observations, and our interviews. Where possible I illustrated key examples of the teachers' inclusive pedagogy in action through their direct quotations and verbatim responses, alongside extracts from their teaching materials. In so doing, I sought to make 'real' the six case study teachers, and to help articulate their emic perspectives on teaching the diversity of learners they encountered, not least in response to the opportunities and constraints within the school setting of Hong Kong. In the final section of each case study, I discussed the key themes in relation to understanding the teacher's inclusive pedagogy in context. I used a diagrammatic representation to highlight the interactivity between what the teacher did to support everyone's learning, and what they believe about teaching the diversity of learners.

As I was about to reflect further on my overall learning from the six case study teachers, I came across in the Faculty of Education a poster of our annual student-led conference *Kaleidoscope* (Figure 6.1). The theme this year – *Beyond Borders* – reminded me strongly of my study, in which I was able to connect insights, research, and practice in (inclusive) education. Thinking metaphorically, exploring inclusive pedagogy with the six case study teachers was like looking through a kaleidoscope. Through the peephole, I was able to see six unique manifestations of inclusive pedagogy.

In Figure 6.2, I combine the six context-dependent lenses (Flyvbjerg, 2004) through which I made sense of the teachers' inclusive practices in context. It summarises all the key themes emerged from the quintain (Stake, 2006, p. 4). That is, my target collection of critical cases (Robson, 2011) for examining what teachers do in practice to support everyone's learning (R1), and what they believe about teaching a diversity of learners (R2). In order not to undermine the complexity of how inclusive *doing* and *believing* intertwine in both the teachers' professional discourses and practice (see previous discussion), I have decided to retain in the figure their case-specific dialectical integrity, rather than to merge similar themes from across cases. By collecting, arranging, and displaying systematically what I have learnt from each teacher for easy viewing in one

place, this matrix (Miles et al., 2014) of multiple exemplars (Denzin, 2001) sets the stage for my cross-case analysis. Specifically, it allows me to begin to connect 'beyond borders' the insights I gained. Where they reflect on and merge with each other, I am able to identify and explore the 'patterns' of inclusive pedagogy. This matrix also serve to enhance the internal validity (Yin, 2014) of my study. It leaves scope for readers to make their own interpretations at a later stage, consider rival alternative perspectives, or draw diverse conclusions regarding my cross-case assertions.



**UNIVERSITY OF CAMBRIDGE**  
Faculty of Education

# Kaleidoscope Conference 2018

## **Beyond Borders:**

### **Connecting Insights, Research & Practice in Education**

**Date:** 24 & 25 May, 2018;  
**Keynote Speaker:**  
*Professor Clive Dimmock;*  
*Professor Jan Vermunt;*  
**Abstract Submission Deadline:**  
24 March, 2018;  
**Participant Registration Deadline:**  
11 May, 2018.

**Contacts:**  
 KaleidoscopeConference2018  
 Cambridgekaleidoscope@gmail.com

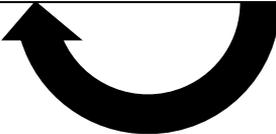
**Website:** <https://www.educ.cam.ac.uk/events/conferences/kaleidoscope2018/>

 KALEIDOSCOPE CONFERENCE  UNIVERSITY OF CAMBRIDGE

Figure 6.1 Kaleidoscope Conference 2018



	<i>What did <b>the teachers</b> do to support everyone's learning?</i>	<i>What do <b>the teachers</b> believe about teaching the diversity of learners?</i>
<b>Yvonne (Y)</b>	<ul style="list-style-type: none"> <li>- Worked with other teachers to develop more inclusive practices</li> <li>- Created learning opportunities for children to work with one another</li> <li>- Empowered everyone to collaborate in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusive practices are developed in collaboration</li> <li>- Children learn through working with one another</li> <li>- All children are valuable members of the learning community</li> </ul>
<b>Ingrid (I)</b>	<ul style="list-style-type: none"> <li>- Created learning opportunities for children to work with one another</li> <li>- Encouraged all children, and especially those who may easily be marginalised, to participate in classroom learning</li> <li>- Evaluated learning through children's participation</li> </ul>	<ul style="list-style-type: none"> <li>- Children learn through working with one another</li> <li>- Children take responsibility for supporting their own learning</li> <li>- Formative assessment supports teaching and learning</li> </ul>
<b>Peter (P)</b>	<ul style="list-style-type: none"> <li>- Created learning opportunities for children to work with one another</li> <li>- Encouraged all children, and especially those who may easily be marginalised, to participate in classroom learning</li> <li>- Improvised teaching in response to children's needs and interests</li> </ul>	<ul style="list-style-type: none"> <li>- Children learn through working with one another</li> <li>- Children take responsibility for supporting their own learning</li> <li>- Children participate in decision-making about teaching and learning</li> </ul>
<b>Moses (M)</b>	<ul style="list-style-type: none"> <li>- Improvised teaching in response to children's needs and interests</li> <li>- Facilitated engaging learning experiences</li> <li>- Scaffolded learning</li> </ul>	<ul style="list-style-type: none"> <li>- Formative assessment supports teaching and learning</li> <li>- Children participate in decision-making about teaching and learning</li> <li>- Some children require additional support in learning</li> </ul>
<b>Helen (H)</b>	<ul style="list-style-type: none"> <li>- Encouraged all children, and especially those who may easily be marginalised, to participate in classroom learning</li> <li>- Facilitated engaging learning experiences</li> <li>- Supported everyone to work at their own pace</li> </ul>	<ul style="list-style-type: none"> <li>- Some children require additional support in learning</li> <li>- Children participate in decision-making about teaching and learning</li> </ul>
<b>Lily (L)</b>	<ul style="list-style-type: none"> <li>- Introduced learning strategies, and promoted a positive attitude to learning</li> <li>- Scaffolded learning</li> <li>- Facilitated engaging learning experiences</li> <li>- Fostered a sense of achievement in learning</li> </ul>	<ul style="list-style-type: none"> <li>- All children can achieve in learning</li> <li>- Children participate in decision-making about teaching and learning</li> </ul>



*Figure 6.2 Inclusive pedagogy in context – Learning from all teachers*

## 6.1 Answering the research questions

In this chapter, I consider how far the case studies of Yvonne, Ingrid, Peter, Moses, Helen, and Lily have contributed to my growing understanding of what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). This chapter is divided into two sections. In this first, I summarise the key findings from the case studies. I also return to my earlier synthesis of research evidence about some general principles of teaching and, in particular, their implications for understanding an inclusive pedagogy for all learners (*cf.* Section 3.2.1). A summary of these, which draws particularly on p.56/Table 3.4 and p.57/Table 3.5, is reproduced below in Figure 6.3. In this way, I consider what I am able to contribute to theorising the concept of inclusive pedagogy through analysing the teachers' craft knowledge of their inclusive practices. In the next section, I explore how the six case study teachers are able to support everyone's learning in ways that are distinctive yet coherent (both within and across cases). Drawing upon the commonalities and differences of their inclusive *doing* and *believing*, I propose two key cross-case assertions, which I have conceptualised as the collective inclusive pedagogy, and the growing inclusive pedagogy. I consider the implications for approaching inclusive pedagogy as a collective responsibility. I also discuss how teachers are able to – in so doing – continuously expand their capacity for teaching a diversity of learners.

### **Inclusive pedagogy...**

- demands a consistent policy framework with support for the learning of all students as its primary focus
- depends on the learning of all those who support the learning of others
- engages all students to participate in their own learning
- encourages all students to support one another's learning
- engages with valued forms of knowledge that equip all learners for life in its broader sense
- helps all students to move forward in their learning through scaffolding
- recognises the importance of prior experience and learning to all students
- recognises the significance of informal learning to all students
- rejects deterministic beliefs about ability as being fixed
- respects everyone in the classroom
- sees difficulties in learning as professional challenges for teachers, rather than deficits in learners
- shifts from the additional provision for some, to learning for all
- supports all students in learning, and in particular when they experience difficulties
- uses assessment to advance the learning and achievement of all students

*Figure 6.3 Theorising inclusive pedagogy – Some starting points*

### 6.1.1 RQ1. *What do teachers do in practice to support everyone's learning?*

To answer this research question, I consider the case study teachers' inclusive *doing* by bringing together practice and theory within the context of their case studies. This is achieved as follows. First, I draw upon all the key themes in relation to understanding what the teachers did in practice to support everyone's learning. A summary of these is reproduced in Figure 6.4. Second, I refer to and reflect upon my developing theoretical understanding of inclusive pedagogy (*cf.* p.151/Figure 6.3). This is *italicised* within the section.

#### **What did the teachers do in practice to support everyone's learning?**

- Create learning opportunities for children to work with one another
- Empower everyone to collaborate in the classroom
- Work with other teachers to develop more inclusive practices
- Encourage all children, and especially those who may easily be marginalised, to participate in classroom learning
- Facilitate engaging learning experiences
- Foster a sense of achievement in learning
- Support everyone to work at their own pace
- Evaluate learning through children's participation
- Improvise teaching in response to children's needs and interests
- Scaffold learning
- Introduce learning strategies, and promote a positive attitude to learning

*Figure 6.4 What did the teachers do in practice to support everyone's learning?*

Teachers **create learning opportunities for children to work with one another**: First, teachers create learning opportunities for children to work with one another. According to the case studies of Yvonne, Ingrid, and Peter, this was achieved through different means. For example, the teachers engaged learners in peer assessment activities (Section 5.1.2), encouraged children to 'think, pair, share' (Section 5.2.1), and designed learning tasks that sought to facilitate close collaboration among all children (Section 5.3.1). This finding supports my earlier synthesis from research evidence: that inclusive pedagogy *encourages all students to support one another's learning*. Notably, James & Pollard (2011) point out that 'learners should be encouraged and helped to build relationships and communication with others for learning purposes, in order to assist the mutual construction of knowledge' (p.298).

Teachers **empower everyone to collaborate in the classroom**: Besides, teachers empower everyone to collaborate in the classroom. One example of this, arising from the case study of Yvonne, concerned her consistent efforts to improve the communicative competence of all children (Section 5.1.3). In so doing, she enabled everyone to work more effectively together through the target language. Similar to my emerging understanding of inclusive pedagogy, teaching a diversity of learners *depends on the learning of all those who support the learning of others* (and in the example as illustrated, it depends on the learning of all children).

Teachers **work with other teachers to develop more inclusive practices**: Indeed, teaching a diversity of learners also depends on the learning of all teachers commonly working together. The case study of Yvonne illustrates the extent to which teachers, through working with and through one another (Florian & Black-Hawkins, 2011), were able to try out new ways to support the learning of all children (Section 5.1.1). Notably, their collaboration in school was facilitated by a *consistent policy framework with support for the learning of all students as its primary focus*. For instance, the school's open classroom policy enabled Yvonne and her colleagues to observe and thus make sense of one another's teaching, whereas the timetabled Quality Circle Meetings offered a platform for teachers to discuss their inclusive practices on a weekly basis. Together these policies implemented from within Gate Primary school helped formalise in the meso-school context (*cf.* p.59/Figure 3.5) a 'teacher community of practice for [their] sustainable professional development' (Mak & Pun, 2015, p.4).

Teachers **encourage all children, and especially those who may easily be marginalised, to participate in classroom learning**: As demonstrated by the case studies of Ingrid, Peter, and Helen, one common strategy to teach a diversity of learners was to encourage all children to participate in classroom learning (Section 5.2.3, Section 5.3.2, and Section 5.5.1). While literature has widely acknowledged that inclusive pedagogy *encourages all students to participate in their own learning*, I have decided to highlight here the extent to which it supports the participation of those who may easily be marginalised. The primary purpose of this additional emphasis is to recognise teachers' inclusive *knowing*: that they are well aware of the processes of exclusion (Ainscow et al., 2006) taking place in context. Hence, their inclusive pedagogy is able to safeguard the inclusion of everyone, and especially those who are at risk of

marginalisation. To further illustrate this perspective on theorising inclusive pedagogy, I provide below some key examples from the case studies.

Teacher **facilitate engaging learning experiences**: First, both Moses and Helen showed consistent efforts to facilitate learning experiences with which all children can readily engage. Their inclusive pedagogy involved developing a curriculum that was meaningful and relevant to all learners (Section 5.4.2 and Section 5.5.2). As the teachers explained in our interviews, this strategy was to support everyone to participate in the second language classroom, and especially: children who have failed to see the ‘real-life connection’ (M-Ref<sup>3</sup>) of their learning, and those who have found their school experiences ‘a bit juvenile’ (H-Intw).

Teachers **foster a sense of achievement in learning**: This inclusive *doing* draws in particular on the case study of Lily, who was concerned about the ‘inferiority’ (L-Ref<sup>B2</sup>) of some low achievers in her bottom set. With this in mind, she was keen to foster – in all children – a sense of achievement in learning. For example, she worked to design classroom experiences that were motivating and rewarding to everyone (Section 5.6.3). She also focused on what students can do, rather than what they cannot do (Section 5.6.4).

Teachers **support everyone to work at their own pace**: Helen allowed everyone to work flexibly within the lesson time (Section 5.5.3). As she explained in our interview, this was her strategy to encourage the participation of all learners, and especially some ‘slow’ (H-Intw) readers in the group. By accommodating the different rates at which all children learn, Helen’s inclusive pedagogy did not marginalise anyone because of their differences. Rather, it created learning opportunities that were sufficiently made available for all students (Florian & Black-Hawkins, 2011).

Through these examples concerning what teachers do in practice to support everyone’s learning, I argue that teaching a diversity of learners requires teachers to honestly recognise the many contextual barriers that students face, not least those that have put some at risk of marginalisation. It is essential that their inclusive pedagogy *recognises the importance of prior experience and learning to all students*, including ‘the personal and cultural experiences of different groups of learners’ (James & Pollard, 2011, p.284). As demonstrated by the case studies, this acknowledgement of individual differences offered

very useful starting points for the teachers to consider creating opportunities for all children to participate in classroom learning.

Teachers **evaluate learning through children's participation**: This finding is well-illustrated by the case study of Ingrid (Section 5.2.3), in which she frequently relied upon children's participation to evaluate 'how much they know' (I-Intw). This was partly for her to review and adjust her teaching plans. As pointed out by the International Bureau of Education (2016), assessment involves teachers 'reflecting upon and interpreting events and activities in the classroom as they happen' (p.162). This strategy of assessment for learning (Lee, 2007) has close parallels with my earlier synthesis of research evidence, which recognises the extent to which inclusive pedagogy *uses assessment to advance the learning and achievement of all students*.

Teachers **improvise teaching in response to learners' needs and interests**: Moreover, teachers improvise teaching in response to learners' needs and interests. The case studies of Peter and Moses provide examples in which the teachers listened to children's perspectives (Section 5.3.3), and responded readily to the difficulties in learning that some children faced (Section 5.4.1). On the one hand, their inclusive pedagogy *supports all students in learning, and in particular when they experience difficulties*. On the other hand, it reinforces the use of a constructivist lens to understand what teachers do to support everyone's learning in context. Based on Alexander's (2009) notion of pedagogy as 'the observable act of teaching together with its attendant discourse' (p.5), developing inclusive pedagogy requires teachers to interact with the situationality of their own classrooms (and in relation to this inclusive *doing*, learners' needs and interest).

Teachers **scaffold learning**: One example of this arises from the case study of Moses, in which he sought to activate students' schemata in preparation for a reading task (Section 5.4.3). His overall goal was to make learning accessible to all children, and especially some 'weaker learners in the class' (M-Intw). Another example is offered by the case study of Lily, who scaffolded learning for everyone by setting 'achievable goals' (L-Intw<sup>A</sup>). She also used the approach of process writing (Harmer, 2015) to encourage the participation of all children (Section 5.6.2). While literature has suggested that inclusive pedagogy *helps all students to move forward in their learning through scaffolding*, I have offered here two specific examples of scaffolding techniques (Gonulal & Loewen, 2018) that the case study

teachers used in the English language classroom. These help exemplify ‘the pedagogical push that enables them [English language learners] to work at a higher level of activity’ (*ibid.*, p.3).

Teachers **introduce learning strategies, and promote a positive attitude to learning:**

This final theme relating to RQ1 (What do teachers do in practice to support everyone’s learning?) is illustrated by the case study of Lily, in which she actively promoted strategies of learning to learn (Section 5.6.1). More specifically, she supported all children to reflect on their learning styles, to set personalised learning goals, and to identify appropriate learning strategies. She also focused on developing students’ interests in learning (Section 5.6.3). Alongside what Lily believes about teaching a diversity of learners (discussed below in Section 6.1.2), I argue that her inclusive pedagogy *engages with valued forms of knowledge that equip all learners for life in its broader sense*. These attributes help formulate what James & Pollard (2011) have referred to as ‘ways of thinking and practising, attitudes and relationships, which are the most valued learning processes and outcomes in particular contexts’ (p.284).

### 6.1.2 RQ2. What do teachers believe about teaching a diversity of learners?

To answer this second research question, I return to all the key themes in relation to understanding what the case study teachers believe about teaching the diversity of learners. These are summarised in Figure 6.5. Similar to the previous section, I also consider my learning from the literature about some general principles of teaching, and their wider implications for theorising an inclusive pedagogy for all learners (*cf.* p.151/Figure 6.3). These are *italicised* within the section.

#### **What do the teachers believe about teaching the diversity of learners?**

- All children are valuable members of the learning community
- Children learn through working with one another
- Some children require additional support in learning
- All children can achieve in learning
- Children participate in decision-making about teaching and learning
- Children take responsibility for supporting their own learning
- Formative assessment supports teaching and learning
- Inclusive practices are developed in collaboration

*Figure 6.5 What do the teachers believe about teaching the diversity of learners?*

Teachers believe that **all children are valuable members of the learning community**: Earlier on in Chapter 1, I reflected upon *Teaching to learn* in the school context of Hong Kong. I argued that the increasing ‘labels of defectiveness’ (Slee, 2011, p.ix) have defined students by what they cannot do, rather than what they can do (see also Li, 2020). Despite this pedagogical given, it was evident from the case studies that the teachers consider all children as valuable members of their learning community. Their inclusive pedagogy was underpinned by ‘values of respect for difference and a commitment to offering all students access to learning opportunities’ (International Bureau of Education, 2016, p. 52). For example, to ensure that ‘no kids will be left out’ (Y-Intw), Yvonne created learning opportunities for all children to work with one another (Section 5.1.2). She also empowered everyone to collaborate in the classroom (Section 5.1.3). In so doing, her inclusive pedagogy *respects everyone in the classroom*.

Teachers believe that **children learn through working with one another**: This theme is illustrated by the case studies of Yvonne, Lily and Peter, in which the teachers created learning opportunities for children to work with one another (Section 5.1.2, Section 5.2.1, and Section 5.3.1). Yvonne believe that students can sometimes receive ‘much better comments’ (Y-Intw) from their peers than the teacher. She was therefore keen to promote peer assessment among all children. According to Ingrid (I-Ref<sup>1</sup>), ‘students are believed to learn best’ while working in groups. This was based on her conviction that learning is a joint enterprise, and that children co-construct knowledge when they share and develop ideas. Peter showed consistent efforts to facilitate collaborative learning among all children. He believe that it is only through working with one another can children develop their ‘twenty-first century learning competencies’ (P-Intw), such as critical thinking, leadership, and creativity (see also Sang et al., 2018). These generic skills offer useful insights into understanding – from Peter’s perspective – ‘resources that will enable them [students] to participate as active citizens, contribute to economic development and flourish as individuals in a diverse and changing society’ (James & Pollard, 2011, p. 283).

Teachers believe that **some children require additional support in learning**: My previous discussion in Section 6.1.1 argued that the case study teachers were well aware of the processes of exclusion taking place in context. Thus, their inclusive pedagogy was able to safeguard the learning of all children, and especially those who may easily be marginalised. Associated with this inclusive *doing* is the belief that some children require

additional support in learning. For instance, while Moses scaffolded learning for all students (Section 5.4.3), he mentioned using this strategy to support in particular the 'weaker readers' (M-Ref<sup>2</sup>), and more generally the 'weaker learners in the class' (M-Intw). Similarly, Helen talked about supporting the 'slow ones [readers]' (H-Intw) in her group. This was through allowing everyone to work flexibly within the lesson time (Section 5.5.3). Although both teachers believe that some children require additional support in learning, it is important to note that their inclusive pedagogy *sees difficulties in learning as professional challenges for teachers, rather than deficits in learners*. This is in contrast to deterministic beliefs about ability (Florian & Black-Hawkins, 2011), which assume that the presence of some learners (and with respect to this inclusive *believing*, those who require additional support in learning) will hold back the progress of others.

Teachers believe that **all children can achieve in learning**: Indeed, teacher believe that all children can achieve in learning. Their inclusive pedagogy *rejects deterministic beliefs about ability as being fixed*. Lily believes that everyone is able to 'break through their limits' (L-Ref<sup>A1</sup>), not least through hard work and appropriate learning strategies. Part of her inclusive pedagogy, therefore, focused on enhancing everyone's learning capacity (Section 5.6.1). Lily also sought to scaffold learning for achievement (Section 5.6.2), and develop students' interests and confidence in learning (Section 5.6.3 and Section 5.6.4). Teaching a diversity of learners involves 'believing that all children will make progress, learn, and achieve' (Florian & Black-Hawkins, 2011, p.819). This is despite everyone's prior attainment in school, or whatever 'ability' labels they were/are/will be given.

Teachers believe that **children participate in decision-making about teaching and learning**: This perspective on teaching a diversity of learners supports the principle of co-agency (Hart et al., 2014). That is, developing more inclusive practices depends not only on the efforts made by teachers, but also learners (and in this inclusive *believing*, the extent to which children participate in decision-making about teaching and learning). In the case studies of Peter, Moses, Helen, and Lily, the teachers worked to encourage everyone's participation in the classroom. This was enacted through respecting student's perspective (Section 5.3.3), designing learning experiences that students can readily engage with (Section 5.4.2 and Section 5.5.2), and developing everyone's interests in learning (Section 5.6.3). While children were participating in classroom activities, they were also encouraged, where possible, to participate in decision-making about teaching

and learning (see also Department for Education and Department of Health, 2015). My earlier synthesis of research evidence has established that inclusive pedagogy *engages all students to participate in their own learning*. I acknowledge here the extent to which inclusive pedagogy, meanwhile, engages all children to participate in decision-making about *teaching*. I discuss this collective nature of teaching a diversity of learners in Section 6.2.1.

Teachers believe that **children take responsibility for supporting their own learning**: Furthermore, teachers believe that children take responsibility for supporting their own learning. For example, Ingrid believe that it is important for all students to ‘find out what they are good at’ (I-Intw). With this in mind, she frequently engaged all children to assess their own learning (Section 5.2.2). Peter demonstrated consistent efforts to encourage the participation of all children (Section 5.3.2). As he later on explained, this served partly to strengthen everyone’s ‘accountability’ (P-Intw) for their own learning. Thus, inclusive pedagogy seeks to encourage everyone in the classroom to be a responsible learner. As was evident from the case studies, this is very commonly achieved through ‘drawing on the knowledge and experiences of the students themselves’ (International Bureau of Education, 2016, p.130).

Teachers believe that **formative assessment supports teaching and learning**: This finding is closely related to my learning from the literature, which hypothesises that inclusive pedagogy *uses assessment to advance the learning and achievement of all students*. Ingrid often drew upon formative assessment to evaluate teaching and learning (Section 5.2.3). Among other advantages, she consider this ‘crucial’ (I-Ref<sup>1</sup>) to inform her planning for future lessons. Moses compares teaching the diversity of learners to ‘doing stand-up comedy’ (M-Ref<sup>1</sup>). This metaphor helps to demonstrate his ‘attitude of mind that seeks out relevant information and respond to events as they occur’ (International Bureau of Education, 2016, p.162). By improvising teaching in response to learners’ needs and interests, his inclusive pedagogy sought to advance the learning and achievement of all students.

Teachers believe that **inclusive practices are developed in collaboration**: Finally, teachers believe that inclusive practices are developed in collaboration. In our interview (Y-Intw), Yvonne reflected on the extent to which she had ‘depended’ on her colleagues

to develop more inclusive practices. As illustrated by her case study, teachers worked together when they sought to support the learning of all children (Section 5.1.1). This involved, for example, making sense of one another's classroom practices, and engaging regularly in structured continuing professional development activities.

## **6.2 Deconstructing inclusive pedagogy**

In this section, I explore how the six case study teachers at the centre of my study are able to support everyone's learning in ways that are distinctive yet coherent (both within and across cases). The commonalities and differences of how they taught a diversity of learners make the validity of a shared set of principles (James & Pollard, 2011) sufficient to be worthy of consideration. Thus, based on all the key themes in relation to understanding the case study teachers' inclusive practices (which draw particularly on p.152/Figure 6.4, and p.156/Figure 6.5), I discuss what cross-case assertions of broader applicability (Diesing, 2008) can be made beyond each specific context to help address my two research questions:

**RQ1. What do teachers do in practice to support everyone's learning?**

**RQ2. What do teachers believe about teaching a diversity of learners?**

According to Stake (2006), comprehension of a phenomenon requires 'knowing not only how it works and does not work in general, independent of local conditions, but how it works under various local conditions' (p.40). Thus, I examine the two key assertions below in relation to each case study (that is, the extent to which its particularity extends, or limits, the assertions). This case-oriented approach to cross-case analysis (Ragin, 2014) enables me to generate and verify meaning from across the cases through, for example, making contrasts and comparisons, noting patterns, clustering, triangulating, and finding negative cases (Miles et al., 2014). It also allows me to consider each teacher's inclusive practices alongside their multi-layered pedagogical surroundings, in which the teacher is situated and influenced by. This supports my ontological assumption of theorising pedagogy as teachers' unique responses to their (local) sociocultural contexts (Kershner, 2014).

To begin with, Section 6.2.1 discusses the notion of collective inclusive pedagogy. It argues that teaching a diversity of learners is a responsibility shared between teachers (Section 6.2.1.1), between the teacher and learners (Section 6.2.1.2), between learners (Section 6.2.1.3), and within individual learners (Section 6.2.1.4). In the case studies, this assertion was manifested in practice by the teachers' sustained efforts to engage others while they support the learning of all children. Section 6.2.2 discusses the implications for recognising inclusive pedagogy as a collective responsibility. It considers how far the case

study teachers were able to, in so doing, expand their capacity for teaching a diversity of learners.

### 6.2.1 *The collective inclusive pedagogy*

Evidence from across the case studies suggests that teaching a diversity of learners is a collective responsibility. It is one that is shared by the teaching and learning communities in school. In the sections below, I discuss this notion of collective inclusive pedagogy with some key examples from the case studies.

#### 6.2.1.1 *Between teachers*

First, teaching a diversity of learners is a responsibility shared between teachers commonly working together. As illustrated by the case studies, the teachers believe that inclusive practices are developed in collaboration. Thus, they worked with other teachers to support the learning of all children, and to respond to the challenges of doing so.

Yvonne believes firmly that inclusive practices are developed in collaboration. This was partly because she had learnt to 'do' inclusion herself through making sense of other teachers' work. In one observation (Section 5.1.1), Yvonne invited three other teachers to her classroom. She explained how she carried out a discussion activity for all learners. Helen, as Head of English, was also keen to foster a sharing culture among her team. She said in our interview (H-Intw): 'I have tried to encourage sharing among teachers as well. So everything I created, I put it in the folders to share with the other teachers in the department. They are free to use any of the materials'. By sharing with her colleagues teaching materials that are engaging to all learners, Helen sought to respond to a major challenge facing herself and many teachers in the local school context of Hong Kong (Section 5.5.2).

Ingrid attributed one of her self-identified inclusive practices (*Quiz-Quiz-Trade*) to working collaboratively with other teachers (Section 5.2.2). As she recalled (I-Intw): 'I've come up with the idea of *Quiz-Quiz-Trade* [in our *Quality Circle Meeting*]. We [teachers] shared opinions [...] We've got five or six people [teaching] in the same grade, then we can have six ideas to go in the classroom. You feel free to work on what fits your students'. Peter, who was Ingrid's colleague in Gate Primary, described in more detail how he worked with other teachers during their common planning time. He said (P-Intw): 'Every

week we [teachers] have learning community kind of meeting<sup>11</sup>, and we meet by grade. Everyone has to share their experiences: what they did the earlier week, how it worked out, what resources they used, whatever they gonna do next. So we are just aware of these. It doesn't mean I have to follow the next teacher's work'. On the one hand, this comment acknowledges the value of drawing upon the repository of teachers' inclusive practices, which provides a meaningful context for teachers' professional knowledge building (Kershner, 2014). On the other hand, it implies a deep respect for the 'craft knowledge for appropriate use' (cf. p.63/Table 3.7). That is, the inclusive *knowing* each teacher brings to specific situations based on which they think, interact, and perform.

As was evident in the case studies, collaborating with other teachers is not about seeking to apply directly what works in one classroom to another. Rather, it is about exploring how the practical experiences of all teachers might be supportive to everyone's continuing professional development. As remarked by Moses (M-Intw): 'But my style of teaching might be different from your style of teaching, then you will be lost, [thinking,] "How do I incorporate this into my own lessons?" And that can be a source of stress for you. We do share [...] They [teachers] can pick and choose'. Similarly, Lily pointed out the extent to which both her colleagues and herself had flexibly implemented the planned curriculum (L-Intw). For example, some teachers did not carry out *Reader's Theatre* (Section 5.6.3) at all; they reckon that their students would be too shy to perform in front of others. This example helps to illustrate how inclusive pedagogy 'works under various local conditions' (Stake, 2006, p.40). It also highlights the importance for teachers to practicalise what they already know about teaching a diversity of learners, while they collaborate with others. They have to consider 'whether what would appear to be the best strategy or move [as suggested by other teachers] is still relevant in view of the specific situation, and even if it is still relevant, whether it is the best move' (Tsui, 2003, p.259).

#### 6.2.1.2 *Between the teacher and learners*

Second, developing inclusive pedagogy is a responsibility shared between teachers and all children. The case study teachers frequently engaged children in decision-making about teaching and learning (rather than, making decisions alone about what is

---

<sup>11</sup> Known as 'Quality Circle Meeting', 'English Department Meeting', and 'Common Period' in, respectively, Gate Primary School, Park College, and Christ College.

appropriate in the classroom). For example, they developed their teaching in consultation with learners. They also improvised teaching in response to children's needs and interests.

In one of my observations (Section 5.3.3), Peter decided to postpone what he had originally planned. This was in view of a student's temporary difficulty in meaningful participation. As he later on explained in our interview (P-Intw): 'We [teachers] all know this [change] can happen. We always try to have something which can be [used as] replace[ment], so you're not wasting the children's time'. Underpinning this open-mindedness to alternative possibilities (Pollard et al., 2014) was Peter's deep respect for students' perspectives, alongside his belief that children participate in decision-making about teaching and learning. Likewise, Moses expressed his ongoing readiness to take into consideration students' progress and responses while teaching. As he wrote in his metaphor (Figure 5.15): 'Their reaction to these jokes [lesson activities] was not as expected at times, which meant that I [he] had to improvise'. According to some of his self-identified inclusive practices (Figure 6.6), children were frequently involved in informing his professional judgements in context, thereby sharing the responsibility for supporting their own learning.

- *'When I realized that some questions were too hard for certain students, I offered to play the video again, to which all students happily agreed' (M-Ref<sup>1</sup>);*
- *'Once they were all wide awake, I gave them an appropriate example and got them to search for the features of a letter of complaint' (M-Ref<sup>1</sup>);*
- *'I keep them on their toes with regular use of humour and while they are engaged, I offer guidance on certain exam skills too' (M-Ref<sup>1</sup>);*
- *'In addition, regular walking around the class to get a feel of how they are dealing with a particular task helps me understand their progress and students who are not on task are given personal reminders' (M-Ref<sup>1</sup>);*

Figure 6.6 Self-identified good practices – Moses (Extracts)

Ingrid was aware of the different rates at which all students learn. Thus, she often evaluated learning through children's participation. She used formative assessment to not only 'check their understanding' (I-Intw), but also plan for future lessons (Section 5.2.3). Helen was aware that some children were relatively passive in the second language classroom. Therefore, she kept a running tally of her students' classroom participation (Section 5.5.1). This was for her to decide 'who to pick on a little bit more [and] to encourage a bit more' (H-Intw). One implication here is that teaching a diversity of

learners involves some 'unending process of increasing learning and participation for all students' (*cf.* my conceptualisation on p.20/Table 1.2).

Lily scaffolded her students to compose a story over three lessons (Section 5.6.2). By supporting them through individual consultations, and commenting on their multiple drafts, her overall aims were to encourage everyone to demonstrate, contribute, and value what they can bring to their own learning. Reflecting on this process approach to writing (Lee, 2007), Lily wrote (L-Ref<sup>A2</sup>): 'I have encouraged students to ask the teacher questions or for ideas, which implies that it is natural to have something they don't know as a learner'. She also stated elsewhere (L-Ref<sup>B3</sup>): 'Students can come to the front to ask the teacher questions. This helps build a respectful manner toward writers and writing, which implies that each student's writing would be valued'. Meanwhile, Yvonne believes that all children are valuable members of their learning community. In one observation (Section 5.1.2), she conducted a peer evaluation activity through anonymous voting. All learners were enabled to take on the role of the teacher (Booth & Ainscow, 2002). As Yvonne pointed out explicitly in our interview (Y-Intw): 'Just because they [some children] are weak in English doesn't mean that their comment is useless'. This inclusive *doing* helps demonstrate Yvonne's respect for the positive contributions that everyone can make to learning and teaching, irrespective of their prior knowledge and skills.

### 6.2.1.3 *Between learners*

Third, inclusive pedagogy is a responsibility shared between learners. The case study teachers believe that children learn through one another. In practice, they created learning opportunities for children to work together. They also empowered everyone to collaborate in the classroom.

Ingrid frequently encouraged her students to 'think, pair, share' (Section 5.2.1). She was convinced that 'the high-flyers may help the weaker ones' (I-Intw) while they exchanged and developed ideas. This mixed attainment grouping was also referred to by Moses, Lily, and Helen in our interviews. According to Moses (M-Intw): 'My purpose there would be obviously for the weaker students to learn from their stronger classmates'. Lily spoke about arranging in every group a relatively proficient user of English, so as to 'lead' (L-Intw) and teach the others. That is, children with more knowledge or skill were relied upon to support those with less (Education Bureau, 2008). Helen spoke about how

everyone may benefit from participating in the communities of learning. She referred to the assessment criteria for the public examination (that is, the HKDSE), and said (H-Intw): 'And this kind of micro-skill is something that you [students] can apply to the Paper 4 [Speaking] for DSE<sup>12</sup>, because when you have group interaction, [...] you need to make sure your listeners understand what you are saying. So, you need to fine-tune your language and your pace to whatever is okay for the other person to receive these ideas'. This *believing* supports Mitchell's (2014) argument that peer tutors can reciprocally have their skills reinforced and expanded, when they support the learning of their tutees.

On the contrary, Peter and Yvonne are in favour of more homogenous attainment grouping (Baer, 2003). Peter explained (P-Intw): 'I will never try to match a high achiever with a low achiever [...] It is a really good value to teach helping, but it is not that child's job to teach another child. That's the teacher's job'. Based on this inclusive *believing*, Peter usually arranged students with 'similar abilities and needs' (P-Intw) to work with one another. He believes that doing so would support everyone to develop their interpersonal and small group skills (Section 5.3.1). Although Yvonne also formed discussion groups comprising children with similar interests (Section 5.1.2), it was partly because she appreciates the knowledge that children could collectively contribute to both teaching and learning (for example, and as demonstrated in her case study, when some students were eager to explore a topic that she was not familiar with). While some children were invited to take up the role of the teacher (Section 6.2.1.2), Yvonne was keen to be a learner herself. This implies that her inclusive *knowing* goes beyond the traditional boundary of teaching and learning. It recognises both the teacher and students' collective responsibilities for enhancing one another's learning in the classroom.

To ensure that all students were able to support their peers, the case study teachers used a variety of strategies to strengthen their positive interdependence (Johnson & Johnson, 2000). As pointed out by Yvonne (Y-Intw): 'Group work is not so simple as talking to the person next to you'. In one observation (Section 5.1.3), for example, she equipped everyone with relevant language resources prior to their group discussions. She also taught the children basic evaluation skills, so that they could provide meaningful feedback

---

<sup>12</sup> The assessment for English Language in the HKDSE consists of four papers: Paper 1 (Reading), Paper 2 (Writing), Paper 3 (Listening & Integrated Skills), and Paper 4 (Speaking). In Paper 4, four candidates are grouped together. They take part in a group discussion based on a given short text. They are required to make suggestions, give advice, make and explain a choice, argue for and/or against a position, or discuss the pros and cons of a proposal (Hong Kong Examinations and Assessment Authority, 2015a).

to one another. Both these strategies served to ensure that ‘no kids will be left out’ (Y-Intw) from sharing their collective responsibility. Ingrid provided her young learners with clearly defined roles within their discussion groups (Section 5.2.1). These included *Leader*, *Noise Level Controller*, and *Resource Manager*. In so doing, everyone was informed about ‘what to do’ (I-Intw) while working with one another. A similar strategy was adopted by Moses in the activity *Literature Circle* (Section 5.4.2), in which all students took on different roles (*Connector*, *Discussion Director*, *Investigator*, *Literary Luminary*, and *Summariser*). Prior to the activity, Moses told the class (M-Obs<sup>3</sup>): ‘Everyone takes turn. Based on your role, you’ll say the things you are supposed to say’. Peter understood that his Primary 6 students were learning to collaborate. Hence, throughout his teaching, he played an active role in emphasising and encouraging good teamwork (Section 5.3.1). This strategy was also used by Helen to support her students in an information exchange activity (H-Obs<sup>2</sup>). As she later on reflected (H-Ref<sup>2</sup>): ‘I pre-empted their [students’] penchant to copy off each other instead of speaking in these exercises by setting a rule beforehand and by monitoring vigilantly during the activity’.

According to Florian & Black-Hawkins (2011), the inclusivity of pedagogy depends not only on teachers’ choice of strategies (what), but also their use of them (how). As illustrated by the case study teachers, inclusive *knowing* is not simply about adopting group work *per se* (what), but also arranging and supporting group work in ways that enable everyone to be ‘ready’ (L-Intw) to support one another’s learning (how). Thus, albeit in different ways, all children – regardless of their prior knowledge and skills – are able to share the collective responsibility for teaching a diversity of learners.

#### 6.2.1.4 *Within individual learners*

Finally, inclusive pedagogy is a collective responsibility shared within individual learners. The case study teachers believe that children take responsibility for supporting their own learning. Based on this inclusive *believing*, they were eager to equip students with learning strategies, and promote a positive attitude to learning.

Peter, as Head of English, explained how their school-based curriculum was designed to enhance the ‘21<sup>st</sup> century learning competencies’ (P-Intw) of all children, including their critical thinking, collaboration, communication, and creativity. He was keen to create learning opportunities for children to work with one another (Section 5.3.1). This was for

them to develop and practise their generic skills. Ingrid invited students to pose questions after they had listened to one another's *Show and Tell* (Section 5.2.2). As she explained in our interview (I-Intw): 'I think it is something valuable because you [the teacher] [...] teach them [students] how to generate questions, which I think is a skill that they need to have with them for the rest of their lives'. Yvonne arranged a peer evaluation activity in one of our observations (Section 5.1.2). At the end of the activity, she told the class (Y-Obs<sup>1</sup>): 'You guys just gave feedback to your partner, so technically [in future] you can try to avoid what your partner has just done [wrong]. And you can see what they have done well, and you can improve on [learn from] it'. As was evident, Yvonne encouraged all children to take responsibility for supporting their own learning. This was in addition to supporting that of the teacher (*cf.* Section 6.2.1.2), as well as of their peers (*cf.* Section 6.2.1.3).

Moses ranked 'arous[ing] learners' interest in learning and using English' as the most important (*cf.* p.233/Appendix 6/Question 10), among his self-identified inclusive practices. As he explained (M-Intw): 'I think once someone becomes interested [in the subject], that [the teacher's] job is more than half done [...] Otherwise, you [students] will just be forced to sit there, listen to the teacher, or do what the teacher tells you to do [...] If you are interested in something, you will do it in your free time as well. So that's the [my] goal'. To achieve this, he was keen to facilitate engaging learning experiences for all learners (Section 5.4.2). Helen, as Head of English, referred to their school-based independent learning programme titled *English Learning Companion* (see Figure 6.7). Throughout the academic year, students were supported to develop good reading habits, and participate in English-language experiences outside school, among other learning goals. Every month, all children reported their independent learning activities to the teacher. Helen said (H-Intw): 'This allows me a chance to create a dialogue with them [students] as well. To see what they have been reading and watching, I can give them feedback. Also, maybe if they enjoy something, I could also recommend something maybe by a similar actor or director or author'. This helps demonstrate her respect for, and knowledge about, all learners as individuals (see also Section 5.5.3).

## English Learning Companion

### How do I choose material for personal reading?

Reading is like feeding your brain. Choose books and articles that give your brain a wide variety of useful ideas so that it will grow.

### How can I find things to read?

Think about your interest. What kinds of books have you enjoyed in the past?

Do a keyword search on the library computer for those topics.

Do an online search for books under that topics.

You can use:

- ✓ Any search engine
- ✓ Booklists from Reading is Fundamental at [www.rif.org](http://www.rif.org)
- ✓ Good Reads Lists at <http://www.goodreads.com/list/tag/teen>.)
- ✓ Book Expert on Scholastic Reading Counts

(p.15)

Figure 6.7 English Learning Companion (Extract; H-Intw)

In her case study, Lily showed consistent efforts to develop students' affective strategies (Section 5.6.1), raise their sense of achievement (Section 5.6.2), arouse their interests (Section 5.6.3), and enhance their confidence (Section 5.6.4) in learning the target language. According to her reflection (L-Ref<sup>B2</sup>): 'I am trying to make learning English less threatening and more rewarding to them. Giving lessons on learner training at the beginning of the school year helped building up a belief that through working hard and using correct strategies, they will be able to improve themselves continuously'. Her stated objective here was to strengthen students' 'feelings of competence and control' (Hart et al., 2004, p.174) over their non-native language, so that they would be able to take up more responsibility for supporting their own learning.

In the prelude to the thesis, I explained that we shall not aim to use a 'simplistic checklist approach' (Black-Hawkins & Florian, 2012, p. 573) to understand what teachers do to support everyone's learning. It is because doing so might undermine the diversity and individuality of teachers' inclusive practices. With this in mind, in Chapter 5 where I presented and discussed the case studies, I considered each teacher's inclusive *doing* and *believing* as a dialectical construct (*cf.* p.110/Figure 5.1). This was to avoid making 'false assumptions' (Hagger & McIntyre, 2006, p.29) about what the teachers did to support everyone's learning (RQ1), and what they believe about teaching the diversity of learners (RQ2). Further to these epistemological assumptions, I now synthesise in Figure 6.8 what

I have learnt from across the case studies about teachers' collective inclusive pedagogy. It presents diagrammatically the key assertions as informed by the inclusive *doing* and *believing* of the six case study teachers.

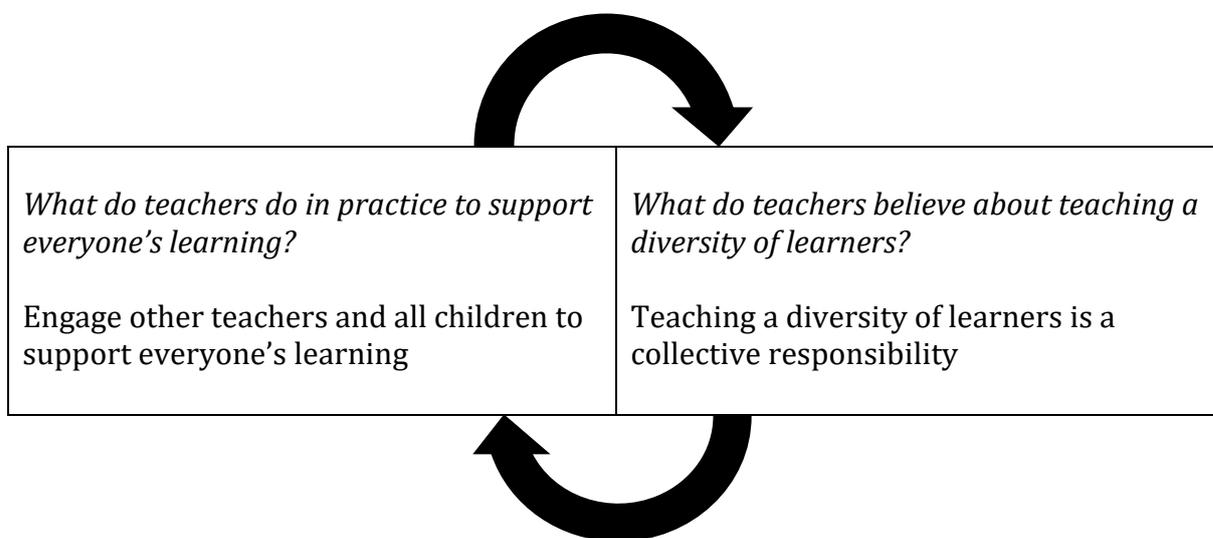


Figure 6.8 The collective inclusive pedagogy

### 6.2.2 The growing inclusive pedagogy

Teaching a diversity of learners is a collective responsibility. This was manifested in practice by the case study teachers' active engagement with other members of the classroom and school to support everyone's learning. For example, they worked with other teachers to develop more inclusive practices (Section 6.2.1.1), engaged children in decision-making about teaching and learning (Section 6.2.1.2), created learning opportunities for children to work with one another (Sections 6.2.1.3), and introduced learning strategies, as well as promoted a positive attitude to learning (Section 6.2.1.4). Building on this collectivist mentality (Phuong-Mai et al., 2005), I illustrate in this section a key implication for conceptualising inclusive pedagogy as a collective responsibility, which I have termed the growing inclusive pedagogy. I discuss how the case study teachers, by constantly drawing on others as rich resources to facilitate more inclusion, were able to actively expand their capacity for teaching a diversity of learners.

Yvonne believe that inclusive practices are developed in collaboration. She considers herself as not only a teacher, but also a learner (Section 6.2.1.3). In our interview, Yvonne said (Y-Intw): 'Every year I am learning [...] There is something new that I have done with this group that I had never done with last year's group. So, every year I am still learning'. As illustrated by her case study, developing inclusive pedagogy involves learning from

and with other members of the classroom and school, including teachers commonly working together (Section 5.1.1), as well as all children (Section 5.1.2).

Helen was keen to facilitate engaging learning experiences for all children (Section 5.5.2). In her case study, this was partly achieved through fostering a sharing culture among the teaching staff (Section 6.2.1.1). Besides, she constantly sought to develop more inclusive practices by reflecting in action (Pollard et al., 2014; Schon, 1994). As she stated (H-Intw): 'I guess a lot of it [developing inclusive pedagogy] is trial and error [...] Throughout these years I've created stuff that works and that I've used, recycled, and modified. And I've also created stuff that didn't work. And so if thing doesn't work, I just don't use it again'.

In our interviews, both Yvonne and Helen conveyed the belief that there is always the potential for teachers to facilitate greater inclusion, not least as a result of what they do in the present. This inclusive *believing*, which rests upon the transformability (Swann et al., 2012) of one's teaching capacity, has enabled both teachers to continuously grow their inclusive pedagogy through application and experience (Dweck, 2012).

Lily demonstrated consistent efforts to introduce learning strategies, and promote a positive attitude to learning (Section 5.6.1). In addition, her inclusive pedagogy involved facilitating engaging learning experiences (Section 5.6.3), as well as fostering in all children a sense of achievement in learning (Section 5.6.4). In our interview (L-Intw<sup>B</sup>), for example, she spoke about composing a 'student anthology' based on their 'interest', 'cognitive ability', and 'language ability'. She also reflected on how teachers might develop more inclusive practices in collaboration with other members of the school. As she wrote in one reflection (L-Ref<sup>B3</sup>): 'The students could further be supported in the school [by] having Teacher Assistants to help [teachers] with preparing teaching materials, for example, e-learning packs for reading or vocabulary building or grammar learning'. This offers insights into Lily's perspective that inclusive pedagogy is a collective responsibility. She believes that by sharing her everyday work with some Teacher Assistants, she is able to expand her capacity for teaching a diversity of learners.

Ingrid believes that children learn through working with one another. Her inclusive pedagogy concerned creating learning opportunities for children to collaborate in the classroom (Section 5.2.1). In our interview, Ingrid mentioned a key contextual challenge

to achieve this. She said (I-Intw): 'I mean each of our lesson is 40 minutes [only]. If you cut off the hand in homework time, you cut out the spelling test time, and assign homework [time], [you only have] 30 minutes left for teaching [...] If I have no time to get them to do a task, then that means they don't [won't] have the time to think'. In response to this limitation of time, Ingrid encouraged all children to share the responsibility for supporting their own learning. She said (I-Intw): 'I'd break the tasks in[to] mini-tasks, or maybe I'd get them [students] to prepare before lessons [...] And if they prepare at home, they come back, [then] they simply share. That might be good'.

Moses aimed to design learning experiences with which children can readily engage (Section 5.4.2). During our interview, he said (M-Intw): 'In a way, they [students] think whatever they do, it should be ultimately leading to the DSE [Hong Kong Diploma of Secondary Education], and improvement in that [...] They might think it's a waste of time because [if] they are not learning exam skills'. This perspective from his students' point of view, however, is in contrast to what Moses believe about language learning. He said (M-Intw): 'That's my personal opinion: I don't [agree with that point of view]. But it's a fact that I have to live with, right? So, they have to sit for the DSE and I need to ensure that by the time they finish S[econdary] 3, they have some basic exam skills that they can work on in S[econdary] 4'. Underpinning this remark is Moses' belief that children participate in decision-making about teaching and learning. By improvising his teaching in response to children's needs and interests (Section 5.4.1), Moses was able to continuously develop more inclusive practices. For example, in one of my observations, he took into consideration students' eagerness to perform in the public examination. He reminded all children (M-Obs<sup>1</sup>): 'Remember never use the job title. The has happened in the past in the public exam, and for some reasons the EAA [Hong Kong Examination and Assessment Authority] said that students should not use the job title when they are writing a letter of complaint'.

Finally, Peter talked about developing more inclusive practices based on the involvement of parents. This implies that teaching a diversity of learners is also a responsibility shared between the teacher and parents. Peter said (P-Intw): 'All we [teachers] want the parents to do is help the children to get organised [...] Some parents can do it. Some parents really have no time. You [teachers] need that awareness of how much support the child is getting at home. Sometimes too much support means that you have to teach the child to be

independent in class [...] too less support means you're teaching them organisational skills in class'.

Thus far in this section, I have illustrated that inclusive pedagogy is a growing capacity. This principal conclusion of the study is both theoretically and pedagogically important. It suggests that there is no limit to everyone's capacity for teaching a diversity of learners; all teachers are able to facilitate greater inclusion, primarily through sharing with others, and encouraging them to take up the collective responsibility for supporting everyone's learning (*cf.* the collective inclusive pedagogy). This is despite the range of contextual challenges that teachers face from within the classroom and school: for example, and as illustrated in the case studies, a lack of resources, the increasing diversity of learners, and the cultural framework of what constitutes good teaching and learning.

## **7. Concluding the thesis – Celebrating differences**

*“Passion for your work is a little bit of discovery,  
followed by a lot of development,  
and then a lifetime of deepening.”  
(Duckworth, 2016, p. 103)*

It has been almost a decade since I began my teaching career in Hong Kong. Similar to many of my colleagues, from time to time I feel uncertain about my own capacity to support the learning of all children. This is despite our recognition of the transformability of students' learning capacity (Swann et al., 2012): that there is always the potential for change as a result of what both teachers and learners do in the present. I am eager to grow my capacity for teaching a diversity of learners. I also want to know why some other teachers in Hong Kong, given our very similar sociocultural opportunities and constraints (*cf.* Chapter 2), are able to continuously facilitate greater inclusion in their classrooms. This thesis is part of my empirical effort to: first, scrutinise from six exemplary teachers their 'wisdom of practice' (Shulman, 2004, p. 249), and second, develop further my theoretical understanding of inclusive pedagogy.

In this final chapter where I conclude the thesis, I reflect on the study as a whole. I begin by providing a summary of the key findings from researching inclusive pedagogy with the six case study teachers (Yvonne, Ingrid, Peter, Moses, Helen, and Lily). In particular, I consider the extent to which their case studies have furthered my understanding of what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). Next, I discuss some key implications that my study can offer for both the policy and practice of inclusive teacher education in Hong Kong, as well as more broadly. I consider how far, and in what ways, the key findings of my research can contribute to enhancing the research-teaching nexus (Willcoxson et al., 2011) in inclusive pedagogy. Finally, I review my research design, and its methodology and methods, by discussing their strengths and limitations. I also make recommendations for further inclusive research (Nind, 2014b) of a similar kind – one that acknowledges teachers, both ethically and methodologically, as knowledge builders (Scardamalia & Bereiter, 2003), rather than subjects of other people's research. This study has reinforced my belief that developing inclusive pedagogy is an unending process (*cf.* p.20/Table 1.2). Although now I am about to conclude the thesis, my interest in and commitment to researching with teachers about their inclusive pedagogy continues.

In the introduction to Chapter 6 where I began discussing the overall findings, I compared learning from all teachers to looking through a kaleidoscope. I argued that by combining the six context-dependent analytical lenses (*cf.* p.150/Figure 6.2), and exploring how they reflect on and merge with each other, I would be able to identify 'patterns' of inclusive pedagogy. As I write this final chapter of the thesis, and further reflect on the study as a whole, I begin to see how far this metaphor has helped reveal the complexity of my experience in a way that I may not be able to put into other words (McGrath, 2006). Therefore, in this chapter where I conclude the thesis, I have decided to discuss and elaborate further on this metaphor. Doing so enables me to capitalise on the strength of the metaphor elicitation and reflection activity, which has offered the case study teachers a very good starting point to frame and define their experiences of teaching the diversity of learners [and in my case, of researching about these experiences].

While I fully acknowledge that this is not the most conventional way to write about a thesis, my primary purpose here is to continue exploring my own 'worldview' (Hall, 2014, p. 381) of researching inclusive pedagogy with teachers in Hong Kong. I agree with Nind & Vinha's (2014) perspective that pinning down criteria for the practice of (writing) inclusive research 'could represent a new form of elitism with one way dominating over others' (p.108). This does not fully support my ethical commitment to researching inclusively about inclusive pedagogy. Likewise, McIntyre (2009) points out that in order to bridge the theory-practice gap in inclusive pedagogy, it is important to adopt an 'open and exploratory approach based on a deep respect for the work that teachers do' (p.607). I argue that this is equally applicable to understanding the work that *researchers* do, if we are to advance the development of what I have conceptualised in this study as the collective inclusive pedagogy. We need a deep respect for the experiences of *everyone* who is responsible for supporting the learning of all children.

## 7.1 Summarising the key findings

In Chapter 5, I presented and discussed the six case studies. In each case study, I considered what I have learnt from the individual teacher about what they did in practice to support everyone's learning (RQ1), and what they believe about teaching the diversity of learners (RQ2). This involved analysing and presenting the range of issue-related evidence (Stake, 2006) that I collected with and from each teacher, primarily through my observations (Obs), their reflections (Ref), and our interviews (Intw). In concluding each case study, I summarised the key themes discussed with respect to understanding the teacher's inclusive pedagogy in context. I also depicted a diagrammatic representation to highlight the interactivity between their inclusive *doing* and *believing*. I argued that there were close connections between the two.

In Chapter 6, I reflected on my overall learning from all teachers. To help set the stage for my cross-case analysis, I summarised all the six context-dependent lenses through which I had made sense of the individual teachers' inclusive practices (p.150/Figure 6.2). Based on these key themes arising from the case studies (also presented as p.152/Figure 6.4 and p.156/Figure 6.5), I considered my developing understanding of inclusive pedagogy. I scrutinised beyond each specific context what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). I also drew upon both the commonalities and differences across the teachers' manifestations of inclusive *doing* and *believing*. In so doing, I was able to understand how the phenomenon works in general, as well as under various conditions. Through this 'case-quintain dialectic' (Stake, 2006, p. 39), I further developed a cross-case assertion, which I have conceptualised as the collective inclusive pedagogy. I argued that inclusive pedagogy is a collective responsibility shared among all members of the classroom and school. It was evident from the case studies that the teachers sought to engage as far as possible their colleagues and students to support the learning of all children. For example, they worked with other teachers to develop more inclusive practices, improvised teaching in response to children's needs and interests, created learning opportunities for children to work with one another, as well as introduced learning strategies, and promoted a positive attitude to learning. Among other convictions, the case studies teachers believe that inclusive practices are developed in collaboration, children participate in decision-making about teaching and learning, children learn through working with one another, and children take responsibility for supporting their own learning. Underpinning all these

examples of the teachers' inclusive pedagogy in action was their recognition that teaching a diversity of learners is a collective responsibility. This sense of collectivism was shared between teachers, between the teacher and learners, between learners, and within individual learners. In Figure 7.1 below, I further synthesise the key findings of the study. I bring together my cross-case assertion about the collective inclusive pedagogy, as well as all key themes in relation to understanding what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2).

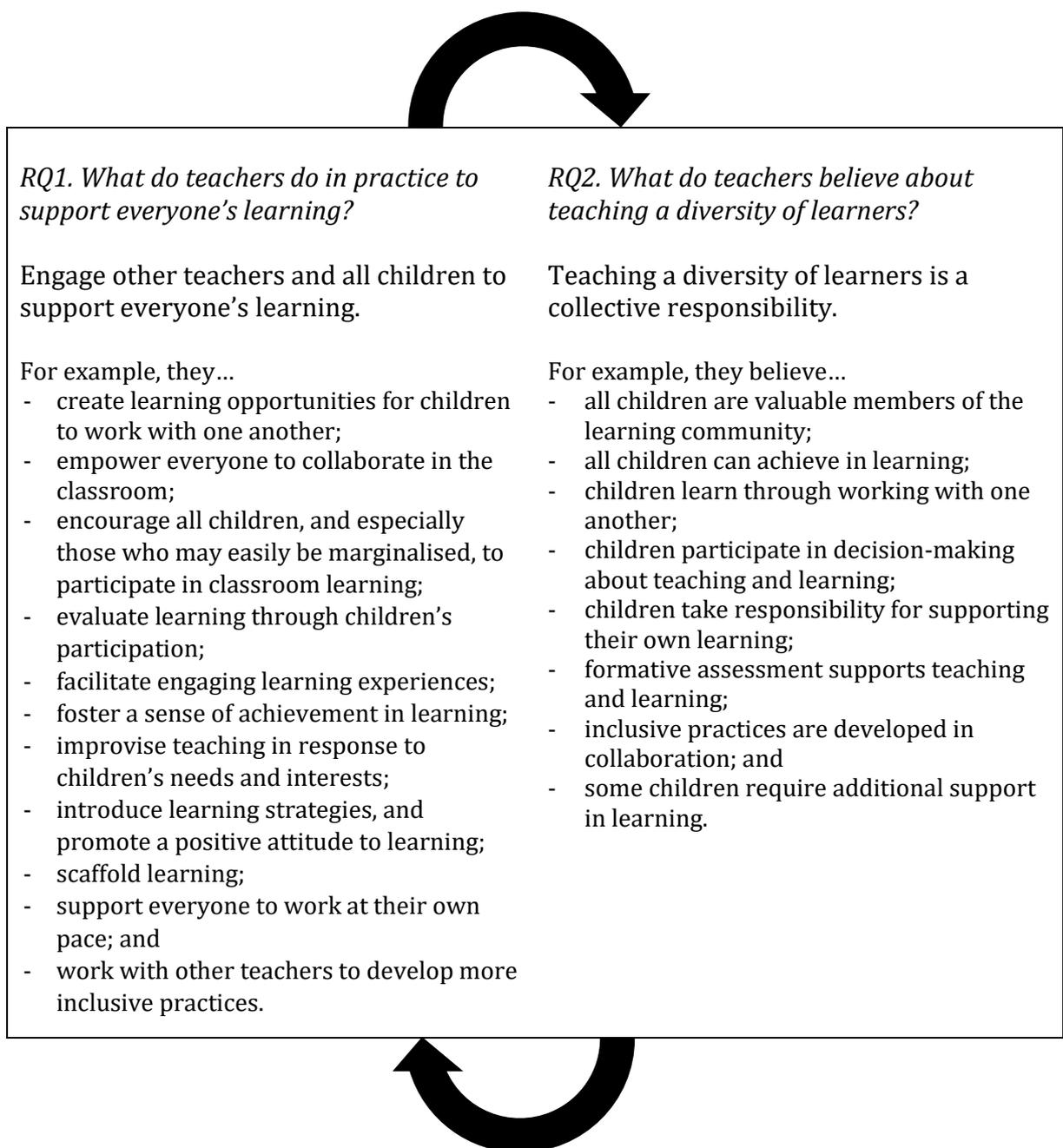


Figure 7.1 Synthesising the key findings

In presenting and discussing the case studies, I have also highlighted the inclusive *knowing* embedded in the teachers' classroom practices. These included knowledge about working with other teachers in a respectful manner, knowledge about 'sensing and acting locally' (Senge, 2006, p.365) in response to children's needs and interests, knowledge about using formative assessment to support teaching and learning, knowledge about possible alternatives to the intended curriculum, knowledge about context-appropriate group strategies that are able to enhance children's positive interdependence, and knowledge about students as individuals (for example, the contextual barriers that they commonly face in the second language classroom, in the Hong Kong school context, and beyond). The teachers also demonstrated considerable knowledge about improving their teaching through application and experience, not least by responding to the range of ideas from within respectively their macro-, meso-, and micro-pedagogical settings.

Finally, I considered a key implication for conceptualising inclusive pedagogy as a collective responsibility, which I have termed the growing inclusive pedagogy. I argued that by actively drawing upon other teachers and all children as offering opportunities and rich resources to support (rather than as problems that impede) their everyday work, the case study teachers were able continuously to grow their capacity for teaching a diversity of learners. Their inclusive pedagogy appreciates individual differences between children as stimuli for, rather than obstacles to, fostering learning among both children and adults (International Bureau of Education, 2016).

Thinking metaphorically, exploring inclusive pedagogy with the six case study teachers was like looking through a kaleidoscope. I began my exploration by seeing through the lens of my target collection of cases (namely, Yvonne, Ingrid, Peter, Moses, Helen, and Lily). To address my two research questions, I reassembled the fragments and pieces from within (which are, the inclusive *doing* and *believing* of each teacher). My overall goal was to discover – through their 'quintain' (Stake, 2006, p. 4) – some insightful patterns of inclusive pedagogy. Most of these patterns were unexpected at first, and they could only be visible when the kaleidoscope was held up to a light source. I recognised that only the case study teachers could shed light on their own inclusive pedagogy. Therefore, while looking for new possibilities through our kaleidoscope, I strived to respect the teachers as knowledge builders, and to get them involved where possible in the processes of doing the research (Nind, 2014b; Walmsley & Johnson, 2003). By means of some carefully

crafted tools, I was able to elicit from the case study teachers some flashes of enlightenment. These included the metaphor elicitation activity, their post-observation reflections (Ref), and the interview protocol for our stimulated recalled discussion (Intw). Most of the time, my 'learning moments' (Florian & Beaton, 2018, p. 870) happened after the teachers had shown me their emic perspectives on teaching the diversity of learners. One of the key challenges during the course of this process was how to articulate the complexity of the inclusive patterns that I discovered. It was not only about the teachers' inclusive *doing* and *believing*. It was also about how the fragments and pieces had overlapped, and in ways that enabled everyone to – within their own contextual opportunities and constraints – continuously support the learning of all children. Although now I am about to conclude the study, I am convinced that the kaleidoscope is ever-shifting, and that more patterns of inclusive pedagogy are there for us to discover. I also believe that with a different lens (that is, another collection of cases; discussed further in Section 7.3), I would be able to obtain some new insights about inclusive pedagogy.

According to Florian & Black-Hawkins (2011), inclusive pedagogy is defined in both the choice of strategies (what), and their use (how). My findings lead me to conclude that inclusive pedagogy is also about the overall aim underpinning teachers' choice and use of strategies (why). It represents the variety of ways in which teachers actively share with others, and encourage them to take up the collective responsibility for teaching a diversity of learners (see, for example, p.178/Figure 7.1). These processes of 'doing' inclusion enable everyone to expand their capacity for teaching and learning, and thus growing the collective inclusive pedagogy.

Indeed, during the course of the study, I was often moved by the case study teachers' strong commitment to improve their own teaching. This was despite their already rich experiences of and excellence in facilitating greater inclusion in school. Here, I return to my ontology of theorising pedagogy as craft (*cf.* Section 4.1). My initial grounds for this were to acknowledge the complexity of pedagogy, and to respect the professional craft knowledge that teachers develop when they engage in teaching a diversity of learners. After exploring inclusive pedagogy with the six case study teachers, I now agree with Sennett (2009) when he discusses a key aspect of craftsmanship:

*All craftsmanship is quality-driven work; Plato formulated this aim as the arete, the standard of excellence, implicit in any act: the aspiration for quality will drive a craftsman **to improve, to get better, rather than get by** (p.24; **emphasis mine**).*

## 7.2 Making recommendations for policy and practice

Earlier on in Section 3.1, I discussed the policy landscape of inclusive education in Hong Kong. I pointed out that many local teachers resist efforts to develop more inclusive practices. While some do not believe they can work with a diverse range of learners (see more recent discussions by Byers & Ho, 2018), others have found it challenging to translate into practice what they already know about teaching (such as, and upon which I drew in Section 3.2.1, Coe et al., 2014; Florian & Black-Hawkins, 2011; International Bureau of Education, 2016; James & Pollard, 2011). These are among the professional concerns shared by teachers not only in Hong Kong, but also in many national contexts (see, for example, Attwood et al., 2019; European Agency for Development in Special Needs Education, 2011; Florian & Camedda, 2020; Watkins & Donnelly, 2012).

With this in mind, I consider in this section how my learning with the case study teachers might further be theorised, so that it is useful to the day-to-day practice of others (Whitburn & Plows, 2017). I begin by reflecting on the implications that my thesis can offer for conceptualising inclusive pedagogy. I am keen to use the evidence from the case studies to improve the theoretical clarity of the concept. Next, I make recommendations for policy and practice within an overall aim of enhancing teachers' capacity for teaching a diversity of learners. In particular, I propose a signature pedagogy (Crafton & Albers, 2012) for inclusive teacher education. I consider the wider contribution my thesis makes to addressing the professional development needs of teachers, both from within the Hong Kong context and beyond.

### 7.2.1 *Conceptualising inclusive pedagogy*

This thesis illustrates that there is a variability in what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). It also demonstrates that while some teachers share similar inclusive *doing* (see, for example, the case studies of Ingrid and Peter), their inclusive *believing* can be different. By adopting a situational approach to understanding inclusive pedagogy, this thesis celebrates the differences in how teachers support the learning of all children in context. One implication for theorising inclusive pedagogy is that the concept must be understood *in situ*. The inclusivity of classroom practices is defined not only by the use of strategies *per se*, but also the context in which the act of teaching is shaped and modified (Alexander, 2009).

Furthermore, this thesis hypothesises inclusive pedagogy as a collective responsibility. It argues that teachers support the learning of all children as they engage with other members of the classroom and school. This sense of collectivism is shared between teachers, between the teacher and learners, between learners, and within individual learners. Here, I return to my earlier conceptualisation of inclusive pedagogy in Section 1.2 (*cf.* p.20/Table 1.2). I consider how this working definition of the concept might be broadened in relation to understanding the collective aspect of inclusive pedagogy. The results of this thinking are presented in Table 7.1 below.

*Table 7.1 Conceptualising the collective inclusive pedagogy*

<b>Conceptualising inclusive pedagogy</b> ( <i>cf.</i> p.20/Table 1.2)	<b>Conceptualising the collective inclusive pedagogy</b>
Inclusive pedagogy concerns what teachers do to give meaning to the unending process of increasing learning and participation for all students	Inclusive pedagogy concerns what <i>all teachers and all children</i> do to give meaning to the unending process of increasing <i>everyone's</i> learning and participation
Inclusive pedagogy is an ideal to which teachers can aspire but which is never fully reached	Inclusive pedagogy is an ideal to which <i>all teachers and all children</i> can aspire but which is never fully reached
Inclusive pedagogy develops as soon as the process of increasing participation is started	Inclusive pedagogy develops as soon as the process of increasing participation of <i>all teachers and all children</i> is started

Finally, given the variability in how inclusive pedagogy is enacted in practice, this thesis theorises the construct as a capacity of which teachers can always improve (rather than some fixed sets of specialist skills or knowledge that they need to learn). Indeed, drawing upon most key examples concerning the case study teachers' inclusive practices (p.178/Figure 7.1), I maintain my earlier assumption made in Section 3.2 that an inclusive pedagogy for all learners is already accessible to many practitioners; most inclusive approaches 'build on traditional teaching skills [*cf.* the general principles of teaching] and do not require extensive training or deep knowledge of individual impairment characteristics' (Rix & Sheehy, 2014, p. 471). Theorising inclusive pedagogy as a growing capacity implies that each and every teachers is a 'competent agent' (Florian et al., 2017, p. 133) for facilitating greater inclusion; they are always able to develop more inclusive practices. As suggested by the principal conclusion of the study, one way to achieve this is

through approaching teaching a diversity of learners as a collective responsibility. This enables teachers to develop more inclusive practices by drawing upon their colleagues and all students as rich resources to support teaching and learning.

### 7.2.2 *Proposing a signature pedagogy for inclusive teacher education*

With these insights for conceptualising inclusive pedagogy, I am now able to think 'backward' (Wiggins & McTighe, 2005, p. 15) about the characteristic forms of professional development that are able to support teachers to develop more inclusive practices (see also Bentley-Williams et al., 2017). The purpose of this section is to propose a signature pedagogy for inclusive teacher education. According to Shulman (2005), a signature pedagogy 'defines what counts as knowledge in the field [and in my case, of teaching a diversity of learners], and how things become known' (p.54). It offers those engaging in professional development a 'window' (Golde, 2007, p.345) into understanding how expert practitioners in the field act and think. It also provides instructional and social support (Calder, 2006) to the participants as they learn to act and think in similar ways. In thinking about a signature pedagogy for inclusive teacher education, I argue that it is important to build on the inclusive practices of those who are already able to support the learning of all children in their everyday pedagogy of teaching (for example, and within the school context of Hong Kong, Yvonne, Ingrid, Peter, Moses, Helen, and Lily).

A signature pedagogy has three interrelated dimensions (Shulman, 2005): implicit structure, deep structure, and surface structure. These dimensions support practitioners to form respectively habits of the heart (*believing*), habits of the hand (*doing*), and habits of the mind (*knowing*). My thesis rests on the premise that the key challenge facing many teachers is how best to extend in context their knowledge (*knowing*) about teaching a diversity of learners, rather than their lack thereof. Therefore, in this section where I consider a signature pedagogy for inclusive teacher education, I have decided to focus on the (inclusive) *believing* and *doing* of teachers. In answering my two research questions, I have developed a nuanced understanding of what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). I am keen to consider how this research-based knowledge about teachers' inclusive *doing* and *believing* can be translated further into practice.

### *Implicit structure*

The implicit structure of a signature pedagogy comprises a set of beliefs about professional attitudes, values, and dispositions. As pointed out by Parker et al. (2016), each signature pedagogy is designed to 'transmit' (p.5) certain discipline-specific beliefs which are crucial to people working in the field, as well as its ways of working. This implicit moral dimension of professional development is also referred to by Shulman (2005) as its 'hidden curriculum' (p.55).

Teachers believe that **teaching a diversity of learners is a collective responsibility** (p.178/Figure 7.1). This inclusive *believing* recognises inclusive pedagogy as what '*all teachers and all children* do to give meaning to the unending process of increasing everyone's learning and participation' (*cf.* 183/Table 7.1; *emphasis added*). Hence, inclusive teacher education needs to adopt as far as possible an 'asset perspective' (Hattam et al., 2009, p. 306) on understanding diversity. This is to offer teachers an analytical lens through which differences in both teaching and learning are understood positively. For example, and drawing upon the key findings of this study, it is crucial that teachers learn to respect and value the variability in how inclusivity is defined in context (that is, the *what, how, and why* of inclusive pedagogy). It is of equal importance that they learn to shift away from the deficit model of conceptualising learner diversity (for instance, the bell-curve thinking about most and some learners).

In Chapter 1 where I introduced the thesis, I reflected on my own teaching in Hong Kong. I expressed my strong dissatisfaction with how some children were constantly marginalised by their categorial learning needs. I argued that the increasing 'labels of defectiveness' (Slee, 2011, p.ix) have helped promote the discourse of exclusion: that teaching a diversity of learners requires knowing about strategies that are additional to, or different from, the everyday pedagogy of teaching. This is the same message as conveyed by the policy rhetoric of the Whole School Approach to Integrated Education (WSA), as well as the Basic, Advanced, and Thematic (BAT) courses on catering for students with special educational needs offered by the Hong Kong Education Bureau (*cf.* p.38/Table 2.3). Now as I am about to conclude the thesis, I have come to see the 'circularity and persistence of [these] deficit discourses' (Comber & Kamler, 2004, p. 293) a major barrier to building our collective inclusive pedagogy. Focusing merely on the specific needs of some learners as a way of supporting the learning of all children is

problematic. Doing so deprives teachers of the rich pedagogical resources that they can readily draw upon from the active and collaborative involvement of *all* children. I agree with Florian (2013) when she writes:

*Although knowledge about human differences is important (a student who is an English language learner is different from a student who has diagnosed as having autism a six-year-old is different from a ten-year-old, and so on), whatever can be known about a particular category of learners will be limited in the education purpose it can serve, because the variations between members of a group make it difficult to predict or evaluate provision for each of the individuals within a group (pp.85-86).*

### *Deep structure*

The deep structure of a signature pedagogy rests on a set of assumptions about how best to impart a certain body of knowledge and know-how. In a signature pedagogy for inclusive teacher education, teachers learn how to **engage other teachers and all children to support everyone's learning** (p.178/Figure 7.1). One way to nurture this inclusive *doing* is by promoting reflective teaching (Griggs et al., 2015; Pollard et al., 2014). This approach to professional development requires practitioners to constantly reflect on their classroom teaching (Leigh, 2016), and then use those insights to consider developing more inclusive practices in context. In Figure 7.2, I propose four starting questions for teachers to reflect on the inclusivity of their classroom practices. The first three questions are taken from an earlier framework I developed in Section 3.2.3 (p.66/Figure 3.7), whereas the fourth question is an addition based on the principal conclusion of the study.

Another way to grow teachers' collective inclusive pedagogy is through fostering their collaborative professional learning (Duncombe & Armour, 2004). Literature has used a variety of terms to describe the setting up of communities of learning among teachers. Some examples are teacher networks (Lieberman, 2000), communities of practice (Wenger et al., 2002), professional learning communities (Stoll et al., 2006), schools that learn (Lai et al., 2020), and – in the Hong Kong context in particular – 'learning profession' (Committee on Professional Development of Teachers and Principals, 2015a, p.5; cf. Section 2.3).

**Thinking about this particular lesson on (date)...**

1. What strategies might be used (e.g. p.53/Figure 3.3)?
2. How could these strategies be used to support the learning of all children (*cf.* p.56/Table 3.4, and p.57/Table 3.5)?
3. To what extent are these inclusive practices effective in context (amid, for example, ideas proposed in p.59/Figure 3.5)?
4. *How far do these inclusive practices draw on other teachers and all children to support everyone's learning (e.g. p.178/Figure 7.1)?*

*Figure 7.2 Developing collective inclusive pedagogy – Some starting questions*

One common feature of these approaches to continuing professional development is that meaningful opportunities are regularly created for teachers to engage in critical dialogue (Craig, 2004). Thus, everyone is enabled to advance their understanding of pedagogical issues through accumulated and collective contextual experiences (Deglau et al., 2006). The benefits of structuring inclusive teacher education through learning communities are as follows. First, it offers a common ground for teachers to explore issues that are relevant and important to them (rather than those as initiated by, for example, the policymakers, or teacher educators). This inclusive methodological approach (Nind, 2005) to professional development places teachers in control and at the centre of their own learning. It creates opportunities for teachers to co-construct knowledge that is able to bring benefits to themselves (Nind & Vinha, 2014). Second, a learning community allows teachers to contribute to and, at the same time, draw from a shared repertoires of resources (Li et al., 2009). These include ideas, experiences, teaching resources, and ways of addressing problems with respect to developing more inclusive practices in context (the importance of which were illustrated by, for example, the case studies of Yvonne and Helen). Hence, learning communities support teachers to grow not only their own inclusive pedagogy, but also the collectives.

It is important to note that simply labelling a group of teachers as a learning community does not guarantee that it will function as one. Wenger et al. (2002) argue that one most important factor accounting for the success of a community of practice is the vitality of its leadership. It is crucial for each learning community to have at least one effective coordinator, who is able to help the group focus on its domain, maintain relationships, and develop its practices. Thinking about inclusive teacher education in Hong Kong, this supportive role can be assigned to school principals. Earlier on in Section 2.3, I presented the professional standards for teachers and principals of Hong Kong (aka *T-standard+*).

According to this local framework of continuing professional development, principals are expected to take responsibility to foster ‘collaborative and purposeful learning in the school community, [and] building professional learning communities for creation of knowledge’ (Committee on Professional Development of Teachers and Principals, 2015b, p. 5; see also p.39/Table 2.4).

At present, all public-sector schools in Hong Kong receive financial support from the government to implement the WSA (*cf.* p.18/Figure 1.1), and to support newly-arrived children from mainland China, as well as non-Chinese speaking children (*cf.* Section 3.3). This annual discretionary grant offers school principals some potential resources to consider nurturing a collaborative working environment in school (see also Pont et al., 2008). Another resources that school principals can readily draw upon are the Special Educational Needs Coordinators (SENCOs) (*cf.* Section 3.3). According to the Education Bureau (2017), the SENCOs are expected to:

*...lead the student support team and assist the school principal and the vice-principal(s) in planning, coordinating and implementing the Whole School Approach to I[n]tegrated E[ducation] in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs (para. 1).*

In this study where I explored inclusive pedagogy, I have devised multiple tools to engage the case study teachers in reflective teaching and critical dialogue. These include three sets of questions for teachers’ reflection (p.229/Appendix 5), an open-ended metaphor elicitation and reflection activity, an interview schedule (p.233/Appendix 6), and a protocol for simulated recall discussion (p.96/Figure 4.6). Together they offer methodological insights into how the SENCOs might facilitate learning communities for teachers to reflect on their own practices, as well as to understand that of others. Given the collective nature of inclusive pedagogy, which involves not only teachers but also all children (*cf.* p.183/Table 7.1), the SENCOs might in addition consider strategies to promote ‘inclusive inquiry’ in school (Messiou & Ainscow, 2020, p. 670). This requires teachers to improve learning through consulting pupils (Rudduck & McIntyre, 2007), and to enter into dialogue with children about developing lessons that respond positively to learner differences (discussed further below).

### **7.3 Evaluating the methodology**

In this section, I evaluate the study's methodology as a whole. I discuss both its strengths and limitations. Reflecting on my overall experience researching with the case study teachers about their inclusive pedagogy, I also suggest areas where methodological improvements could have been made. This is partly to envisage how inclusive research of a similar kind could be carried out with a more robust methodology in the future. As I explained in the introduction to this chapter, it is my strong belief that developing inclusive pedagogy is an unending process. In answering the two research questions, I have also come to see inclusive pedagogy as a collective responsibility. One key implication is that teaching a diversity of learners requires our collective efforts. In my role as a researcher in particular, I would like to continue researching with teachers about their inclusive pedagogy. Based on the key findings of this study (*cf.* p.178/Figure 7.1). I argue that more empirical efforts are needed to recognise the variability in what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). This is also the reason why I have used 'Celebrating differences' as the subtitle to this final chapter of the thesis – as a prelude to my future research that would contribute to the further development of inclusive pedagogy.

Earlier on in Chapter 4, I discussed the methodological framework for the study. In Section 4.2, I noted the challenge of sampling inclusive pedagogy. Given the conceptual diversities in the field of inclusive education (Forlin, 2007b; Göransson & Nilholm, 2014), I was not sure at first which teachers in Hong Kong could offer me considerable insights about inclusive pedagogy. Finally, I decided to work with six recipients of the Hong Kong Chief Executive's Award for Teaching Excellence (CEATE). Despite my initial reservations that doing so may promote the discourse of exclusion (*viz.* some teachers are more 'excellent' than others), I now appreciate how helpful it was to draw on the CEATE as my sampling framework. Through this local community of practice for teaching excellence, I was able to identify teachers who were highly committed to facilitating the sharing of good practices. As a result, I managed to collaborate closely with the case study teachers in the processes of conducting our case studies. Methodologically, this helped fulfil my ethical commitment to researching inclusively with teachers.

For example, all the six case study teachers accepted my presence in their classrooms. They were willing to open their inclusive practices to my scrutiny and judgement.

According to my past experiences teaching and researching in Hong Kong, this is rare (as lesson observations are mostly conducted for appraisal purposes by, for example, principals, senior teachers, or members of staff from the local authority). Nonetheless, during the course of the study, I was able to observe, as an outsider-researcher, a total of 21 units of the teachers' lessons. Moreover, despite how busy the case study teachers were, they agreed to participate in all stages of the study (*cf.* p.89/Figure 4.3 for the data collection framework). These involved arranging at least three units of lesson observation<sup>13</sup>, reflecting on their inclusive practices after each observation, and discussing these inclusive practices in our post-observation interviews. With the range of evidence that I collected therefrom (*cf.* p.103/Table 4.10), I was able to consider carefully the teachers' emic perspectives of teaching the diversity of learners. These were later on presented and discussed as their case studies in Chapter 5.

Reflecting further on this major strength of the thesis, I consider two strategies particularly helpful in encouraging the case study teachers to be my 'research partners' (Porter et al., 2012, p. 131). Together these offer methodological insights into engaging in future inclusive research 'lay researchers' (Nind, 2014b, p. 13), who are traditionally the subjects of other people's study. First, I disclosed to the teachers as much as possible complete and honest information about our research. Doing so enabled them to weigh up the risks and benefits of being involved. For example, while seeking to obtain their voluntary informed consent, I explained in detail various aspects of the proposed methodology, including the research aims, the research questions, as well as my suggested methods of and procedure for data collection (*cf.* p.221/Appendix 2). I also elaborated on the key purposes of every single lesson observation (which, as I discussed earlier, could be a stressful experience for many teachers in Hong Kong). During the main part of my empirical work, I ensured that all teachers would receive a summary of my initial findings after each lesson observation (*cf.* p.91/Figure 4.4). They were also invited to comment on any claims that I had made about their inclusive pedagogy in our interviews (see, for example, p.95/Table 4.6). Such high degree of transparency throughout the study helped develop the trust and rapport between myself and the case study teachers.

---

<sup>13</sup> Ingrid was not able to arrange a third lesson observation, as she was on leave towards the end of the study (*cf.* p. 111/Figure 5.3).

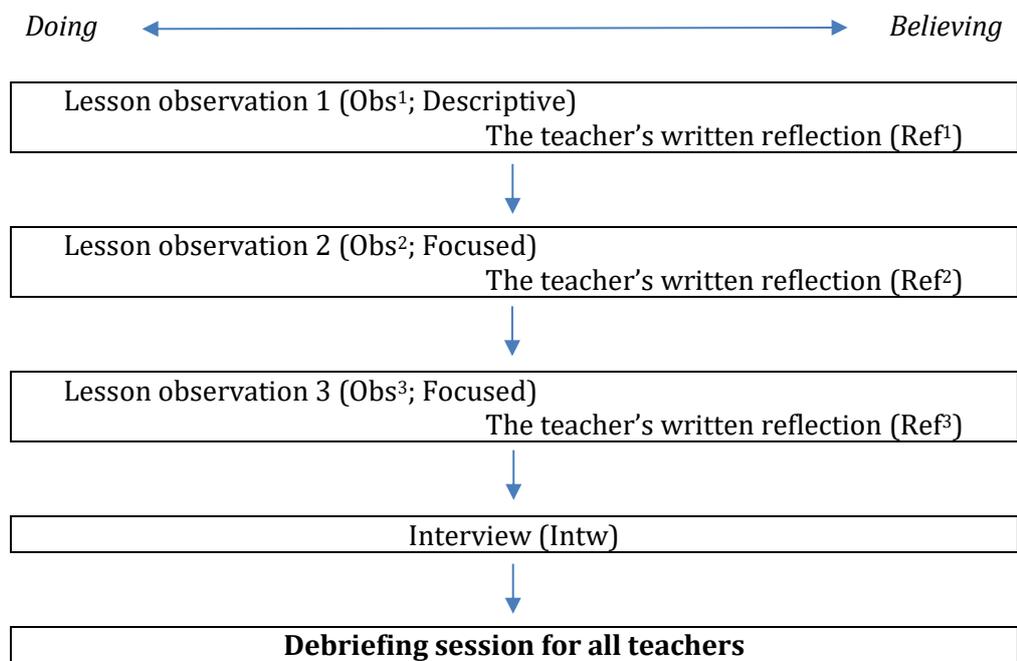
Second, I sought to make joint methodological decisions with the case study teachers where possible. This was important as it helped reinforce the collective ownership of our study. For instance, I invited the teachers to decide on the details of our lesson observations (operationalised as ‘units of work’; see Section 4.3.2). These included the duration, learning objectives, and instructional activities. In addition, I took into consideration the teachers’ perspectives while structuring our post-observation interviews. This was through focusing on their metaphors for teaching the diversity of learners, and what they had identified in the reflections as their good practices that supported everyone’s learning (see, for example, p.96/Figure 4.6 for the interview protocol; see also p.233/Appendix 6 for the interview schedule).

Yet, with hindsight, I think the study would have benefited if I had demanded from the case study teachers more specific arrangements in three aspects of the methodology. First, I would have liked to have observed the teaching and learning of more students who are at risk of marginalisation. In the current study, I did not make any requests regarding the diversity of learners to be observed. One key reason was that I had intended to focus on how teachers support the learning of *all* children, rather than specific groups of learners. Besides, I had wished to avoid promoting the discourse of exclusion: that some learners are more ‘special’ than others (see also my discussion in Li, 2020). However, with such flexibility in the research design, most of the time I was arranged by the case study teachers to observe how they taught some high achievers in school (who were, students in the top sets for English). I now consider this a limitation of the study. I believe I would have gained a better understanding of how teachers support the learning of all children, if I had asked for arrangements to be made for me to engage with a greater diversity of learners. As discussed in the introduction to the thesis, I particularly wanted to know how teachers might better support everyone’s learning, not least when an increasing proportion of children are identified as having special educational needs. I also wanted to learn about strategies that support in particular the learning of lower achievers in the second language classroom.

Second, I would have liked to have talked to some other members of Gate Primary School, Park College, and Christ College, so as to explore their perspectives of teaching a diversity of learners. Earlier on in Section 4.3, I considered the methodological challenges of capturing inclusive pedagogy. I raised the question of who is to decide what counts as

evidence of inclusive pedagogy, and on what basis. Finally, owing to my ethical commitment to respect teachers as expert knowers of their own inclusive *doing* and *believing*, I decided that the current study would mainly focus on exploring the case study teachers' self-identified classroom practices (*cf.* p.93/Figure 4.5). I now recognise that I have, in so doing, excluded the lived experience of many other voices (Gibson, 2006). This is a shortcoming of the study, not least when its very own principal conclusion suggests that inclusive pedagogy is a collective responsibility concerning all members of the teaching and learning communities. I believe I would have gained a greater understanding of both the theory and practice of inclusive pedagogy, if I had adopted a more inclusive methodological approach by taking into consideration the perspectives held by other members of the three case study schools (for example, students, parents, school managers, and members of the local authority). In this way, I would have understood better what everyone thinks are the inclusive practices that support, or not support, the learning of all children (see also Quicke, 2003). Such more comprehensive understanding would have helped create a 'fully rounded picture of the lived reality of the classroom' (Cooper & McIntyre, 1996, p.25).

Finally, I would have liked to have encouraged the case study teachers to engage in some form of professional dialogue with one another (for example, to discuss in focus groups what they did to support everyone's learning, and what they believe about teaching the diversity of learners). Although now I have provided each teacher with an executive report of their case study, they were only able to share the benefits derived from their own participation (Oliver, 2010). This is a limitation of the study. With hindsight I think everyone would have benefited to a larger extent if, similar to myself, they had been able to draw upon the collective inclusive pedagogy of all teachers. This assumption is also supported by one of the key findings of the study (*cf.* p.178/Figure 7.1): that teachers believe inclusive practices are developed in collaboration. In Figure 7.3, I propose how the data collection framework would have been improved by including a debriefing session at the conclusion of the research. This is for all teachers to exchange ideas and share experiences of teaching the diversity of learners.



*Figure 7.3 Improving the data collection framework*

#### **7.4 Developing further research**

Thus far in this concluding chapter, I have reflected on my overall learning from researching inclusive pedagogy with teachers in Hong Kong. I discussed the key findings of the study, their implications for developing inclusive pedagogy, including recommendations for policy and practice, and the strengths and limitations of the methodology. Based on these starting points, I propose in this section some directions for future research. More specifically, I make recommendations for empirical studies that would contribute to our further understanding of inclusive research and inclusive pedagogy, as well as to the development of more inclusive practices.

First, I would like to get back to Yvonne, Ingrid, Peter, Helen, Moses, and Lily. I am interested in knowing to what extent they have benefited from participating in their own case studies. This is important, because a key assumption of inclusive research is that it will further the interests of the participants (Walmsley & Johnson, 2003). Throughout the study, I sought to respect all the teachers as active and credible producers of inclusive pedagogical knowledge. For example, I included as far as possible their views and experiences of teaching a diversity of learners. While the principal conclusion of this thesis suggests that inclusive pedagogy is a collective responsibility, I would like to examine how far my structured collaboration with the case study teachers has helped expand their capacity for teaching a diversity of learners. Such insights would inform the methodology of future inclusive research.

Second, I would like to explore with more teachers their inclusive pedagogy. This is important as this thesis suggests that there is a variability in what teachers do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). I am interested in capturing inclusive pedagogy with and from more teachers, so as to examine the different ways in which they seek to facilitate greater inclusion in the classroom.

This thesis theorises inclusive pedagogy as a growing capacity among individual teachers. Based on this theoretical assumption, I argue that everyone is able to develop more inclusive practices. This is despite the many challenges that teachers face when they seek to address learner differences in their everyday work (see, for example, Section 3.1 for the Hong Kong case). With this hypothesis in mind, in future research I would particularly

like to work with teachers who feel uncertain about their knowledge and skills to support the learning of all children. By setting up case studies with them, I would be able to explore the contextual challenges that they face when they seek to facilitate greater inclusion. For example, it would be worthwhile exploring to what extent these teachers have drawn upon other members within their teaching and learning communities as rich resources to grow their inclusive pedagogy (*cf.* p.178/Figure 7.1). As pointed out by Shulman (2004), 'the wisdom of practice must be considered even when we are confronted with what appear to be examples of teachers' resistance to change and misunderstandings of the usefulness of new idea' (p.264). Ethically speaking, this respects *every* teacher's craft knowledge of their inclusive practices.

Besides, I would like to set up case studies with teachers who work as Special Educational Needs Coordinators (SENCOs) in Hong Kong. Elsewhere I discussed one key contextual challenge facing all our SENCOs within the local policy context (Li, 2017). I argued that by appointing a teacher as SENCO in each public-sector primary and secondary school, the government seems to have constructed teaching a diversity of learners as the administrative duty of some teachers, rather than a collective responsibility to be shared among all members in school. Now after three years since the implementation of the policy, I am interested in examining what the Whole School Approach to Integrated Education might mean in practice (*cf.* Section 3.1). In particular, I wish to understand the perspectives of the new-to-role SENCOs. I am interested in exploring the reality of their everyday working worlds. More specifically, I would like to examine how, and to what extent, they work with other teachers and students to increase everyone's capacity for teaching a diversity of learners. In their evaluation report of the pilot project on SENCOs, Byers & Ho (2018) recommend bringing together all SENCOs 'in communities of practice to facilitate the sharing of the outcomes of school-based practitioners enquiry, reflective practice and lesson study' (p.8). This initiative can be facilitated by the revised data collection framework that I proposed on p.193/Figure 7.3, through which I seek to gather together all research participants at the end of our research for idea exchange and experience sharing.

Finally, I would like to extend this study to the tertiary setting in Hong Kong. In my current position teaching English for academic purposes at the university, I have found it really hard to support everyone's learning, not least as most of my students are adult learners

(see also Collins et al., 2019). One major reason is that each student seems to have some deeply-held values and beliefs about what constitutes good teaching and learning. Owing to our very limited contact hours within the term, I am not sure how I might fully address everyone's learning needs and interests. Also, although I am eager to work with other lecturers to develop more inclusive practices, I am not able to discuss with them in detail the contextual challenges that I face. This is because what we teach and whom we teach are usually different. Given these context-specific pedagogical circumstances, I would like to explore with my colleagues in higher education what they do in practice to support everyone's learning, and what they believe about teaching a diversity of learners. In so doing I would be able to compare possible differences between inclusive pedagogy in different educational settings. This would contribute to our greater understanding of both the theory and practice of how all teachers seek to facilitate greater inclusion in context.

\*\*\*

As I write this concluding chapter of the thesis, the coronavirus (COVID-19) pandemic rages on. Similar to all teachers in Hong Kong (and many others from elsewhere), I have taken up online teaching from home. This is certainly a huge challenge. The question that I have most frequently reflected upon is: 'What strategies help to support the learning of all children *here*, in the virtual classroom?' This novel experience has also led me to challenge my very own assumptions about inclusive pedagogy. In the past, I always considered developing more inclusive practices as the sole responsibility of teachers. This was also one reason why in this thesis I focused on exploring what *teachers* do in practice to support everyone's learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). Nonetheless, I now consider this narrow conceptualisation a limitation to understanding the theoretical complexity of inclusive pedagogy. My recent online teaching experience has reinforced for me the importance of fostering independent language learners, who are able to 'take responsibility for defining their learning needs, identifying the means to attain them, and monitoring and evaluating their own progress' (Morrison, 2011, p. 4). Similarly, the principal conclusion of this thesis suggests that developing more inclusive practices involves the active engagement of not only teachers, but also that of students. It requires all children to support their own learning, as well as that of their peers and the teacher.

In this thesis, I began with theorising pedagogy as ‘the observable act of teaching together with its attendant discourse of educational theories, values, evidences and justification’ (Alexander, 2009, p. 5). I then researched with six teachers in Hong Kong about their inclusive pedagogy. I was interested in what teachers do in practices to support everyone’s learning (RQ1), and what they believe about teaching a diversity of learners (RQ2). While discussing my learning from all teachers, I have come to see inclusive pedagogy as a collective responsibility shared between teachers and all children. It concerns their collaborative efforts to enhance everyone’s capacity for teaching and learning. This is a key assumption about inclusive pedagogy that I derived from the study.

This thesis marks another reflective pause in my journey to understanding and growing inclusive pedagogy with teachers in Hong Kong. While researching further about the concept, I believe we must go beyond the existing boundary between teaching and learning. We should also adopt a more inclusive lens that respects the perspectives of all members working towards greater inclusion from within the classroom and school.

## **References**

- Advisory Committee on Teacher Education and Qualifications. (2009). *Towards a learning profession*.  
[https://www.cotap.hk/images/download/ACTEQ\\_Document\\_2009-Eng.pdf](https://www.cotap.hk/images/download/ACTEQ_Document_2009-Eng.pdf)
- Ainscow, M., Booth, T., & Dyson, A. (2006). *Improving schools, developing inclusion*. Routledge.
- Ainscow, M., & Miles, S. (2011). Introduction: Learning about diversity. In S. Miles & M. Ainscow (Eds.), *Responding to diversity in schools*. Routledge.
- Alexander, R. (2004). Still no pedagogy? Principle, pragmatism and compliance in primary education. *Cambridge Journal of Education*, 34(1), 7–33.  
<https://doi.org/10.1080/0305764042000183106>
- Alexander, R. (2008). *Essays on pedagogy*. Routledge.
- Alexander, R. (2009). Towards a comparative pedagogy. In R. Cowen & A. M. Kazamias (Eds.), *International handbook of comparative education* (pp. 923–942). Springer.
- Andrews, R. (2003). *Research questions*. Continuum.
- Artiles, A. J., & Kozleski, E. B. (2016). Inclusive education's promises and trajectories: Critical notes about future research on a venerable idea. *Education Policy Analysis Archives*, 24(43), 1–29. <https://doi.org/10.14507/epaa.24.1919>
- Assessment Working Group of the CEATE. (2014). *Excellence indicators for teaching practices for the English language education key learning area*.  
[https://www.ate.gov.hk/2009\\_10ate/english/docs/ELE\\_ExcellenceIndicators\\_09-10\\_e.pdf](https://www.ate.gov.hk/2009_10ate/english/docs/ELE_ExcellenceIndicators_09-10_e.pdf)
- Attwood, S., MacArthur, J., & Kearney, A. (2019). Beginner secondary teacher preparedness for inclusion. *International Journal of Inclusive Education*, 23(10), 1032–1048. <https://doi.org/10.1080/13603116.2019.1625455>
- Audit Commission. (2016). *Report no. 67 of the Director of Audit: Funding of universities by University Grants Committee*.  
[https://www.aud.gov.hk/eng/pubpr\\_arpt/rpt\\_67.htm](https://www.aud.gov.hk/eng/pubpr_arpt/rpt_67.htm)
- Audit Commission. (2018). *Report no. 70 of the Director of Audit: Integrated education*.  
[https://www.aud.gov.hk/pdf\\_e/e70ch03.pdf](https://www.aud.gov.hk/pdf_e/e70ch03.pdf)
- Baer, J. (2003). Grouping and achievement in cooperative learning. *College Teaching*, 51(4), 169–175. <https://doi.org/10.1080/87567550309596434>
- Barnett, D. W., Daly, E. J., Jones, K. M., & Lentz, F. E. (2004). Response to intervention: Empirically based special service decisions from single-case designs of increasing and decreasing intensity. *Journal of Special Education*, 38(2), 66–79.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 25(2), 243–272.  
<https://doi.org/10.1093/applin/25.2.243>
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. SAGE.
- Bentley-Williams, R., Grima-Farrell, C., Long, J., & Laws, C. (2017). Collaborative partnership: Developing pre-service teachers as inclusive practitioners to support students with disabilities. *International Journal of Disability, Development and Education*, 64(3), 270–282. <https://doi.org/10.1080/1034912X.2016.1199851>
- Biggs, J. B. (1996). Western misperceptions of the Confucian-heritage learning culture. In D. A. Watkins & J. B. Biggs (Eds.), *The Chinese learner: Cultural, psychological and contextual influences*. Comparative Education Research Centre.
- Biggs, J. B. (1998). Assessment and classroom learning: A role for summative assessment? *Assessment in Education: Principles, Policy & Practice*, 5(1), 103–110.  
<https://doi.org/10.1080/0969595980050106>
- Black-Hawkins, K. (2017). Understanding inclusive pedagogy: Learning with and from teachers. In V. Plows & B. Whitburn (Eds.), *Inclusive education: Making sense of everyday practice*. Sense Publishers.

- Black-Hawkins, K., & Amrhein, B. (2014). Valuing student teachers' perspectives: Researching inclusively in inclusive education? *International Journal of Research and Method in Education*, 37(4), 357–375.  
<https://doi.org/10.1080/1743727X.2014.886684>
- Black-Hawkins, K., & Florian, L. (2012). Classroom teachers' craft knowledge of their inclusive practice. *Teachers and Teaching: Theory and Practice*, 18(5), 567–584.
- Black-Hawkins, K., Florian, L., & Rouse, M. (2008). *Achievement and inclusion in schools and classrooms: Participation and pedagogy*.  
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.556.5849&rep=rep1&type=pdf>
- Boaz, A., & Ashby, D. (2003). Fit for purpose? Assessing research quality for evidence based policy and practice. In *ESRC UK Centre for Evidence Based Policy and Practice: Working Paper 11* (Issue January). <https://doi.org/10.1149/1.3499565>
- Boeije, H. (2010). *Analysis in qualitative research*. SAGE.
- Booth, T., & Ainscow, M. (2002). *Index for inclusion: Developing learning and participation in schools*. [http://www.eenet.org.uk/resources/docs/Index English.pdf](http://www.eenet.org.uk/resources/docs/Index%20English.pdf)
- Borg, S. (2015). *Teacher cognition and language education: Research and practice*. Bloomsbury.
- British Educational Research Association. (2018). *Ethical guidelines for educational research* (4th ed.). British Educational Research Association.
- Brown, S., & McIntyre, D. (1993). *Making sense of teaching*. Open University Press.
- Browne, K. (2005). Snowball sampling: Using social networks to research non-heterosexual women. *International Journal of Social Research Methodology*, 8(1), 47–60. <https://doi.org/10.1080/1364557032000081663>
- Byers, R., & Ho, K. (2018). *Final evaluation report of the pilot project on Special Educational Needs Co-ordinators (SENCOs): Executive summary*.  
[https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/pro-support/senco/executive\\_summary.pdf](https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/pro-support/senco/executive_summary.pdf)
- Calder, L. (2006). Uncoverage: Toward a signature pedagogy for the history survey. *Journal of American History*, 92(4), 1358–1370. <https://doi.org/10.2307/4485896>
- Causton-Theoharis, J., Theoharis, G., Bull, T., Cosier, M., & Dempf-Aldrich, K. (2011). Schools of promise: A school district-university partnership centered on inclusive school reform. *Remedial and Special Education*, 32(3), 192–205.  
<https://doi.org/10.1177/0741932510366163>
- CEATE Secretariat. (2014a). *List of teachers presented with the Award for Teaching Excellence*. <http://www.ate.gov.hk/english/awardlist1.html>
- CEATE Secretariat. (2014b). *List of teachers presented with the Certificate of Merit*. <http://www.ate.gov.hk/english/awardlist2.html>
- Census and Statistics Department. (2017). *Nationality and ethnicity*. 2016 Population By-Census. <https://www.bycensus2016.gov.hk/en/bc-ne.html>
- Census and Statistics Department. (2018). *Population aged 5 and over by usual spoken language and year*. 2016 Population By-Census.  
<https://www.bycensus2016.gov.hk/en/bc-mt.html>
- Census and Statistics Department. (2020). *Population*.  
<https://www.censtatd.gov.hk/hkstat/sub/so20.jsp>
- Chan, C. K. K. (2009). Classroom innovation for the Chinese learner: Transcending dichotomies and transforming pedagogy. In C. K. K. Chan & N. Rao (Eds.), *Revisiting the Chinese learner: Changing contexts, changing education*. Comparative Education Research Centre.
- Chan, C., & Lo, M. (2017). Exploring inclusive pedagogical practices in Hong Kong primary EFL classrooms. *International Journal of Inclusive Education*, 21(7), 714–

729. <https://doi.org/10.1080/13603116.2016.1252798>
- Chan, V., & Gurung, E. (2018, July 19). International schools in Hong Kong to cost 8.5 per cent more, a family could spend HK\$2.7 million. *South China Morning Post*. <https://www.scmp.com/news/hong-kong/education/article/2156047/international-schools-hong-kong-cost-85-cent-more-family>
- Chao, C. N. G., Forlin, C., & Ho, F. C. (2016). Improving teaching self-efficacy for teachers in inclusive classrooms in Hong Kong. *International Journal of Inclusive Education*, 20(11), 1142–1154. <https://doi.org/10.1080/13603116.2016.1155663>
- Chapman, C., Lowden, K., Chestnutt, H., Hall, S., McKinney, S., & Friel, N. (2016). *The School Improvement Partnership Programme: Sustaining collaboration and enquiry to tackle educational inequity*. <https://eprints.gla.ac.uk/129356/1/129356.pdf>
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis* (Vol. 91). SAGE.
- Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.). SAGE.
- Chen, C., Lee, S., & Stevenson, H. W. (1997). Academic achievement and motivation of Chinese students: A cross-national perspective. In S. Lau (Ed.), *Growing up the Chinese way*. The Chinese University Press.
- Cheng, C. (2007). Challenges posed on inclusive education in Hong Kong and their implications for educational provision and intervention. *Hong Kong Special Education Forum*, 9, 32–46.
- Cheng, K. M. (1990). The culture of schooling in east Asia. In N. Entwistle (Ed.), *Handbook of educational ideas and practices*. Routledge.
- Cheng, K. M. (2002). The quest for quality education: The quality assurance movement in Hong Kong. In J. K. Mok & D. K. Chan (Eds.), *Globalization and education: The quest for quality education in Hong Kong*. Hong Kong University Press.
- Cheng, X. (2000). Culture of learning and ELT in China. *Teaching English in China*, 23(1), 46–49.
- Cheng, Y. C. (2009). Hong Kong educational reforms in the last decade: Reform syndrome and new developments. *International Journal of Educational Management*, 23(1), 65–86.
- Chinese Civilisation Centre. (2007). *China: Five thousand years of history and civilization*. City University of Hong Kong.
- Chong, S. (2012). The Hong Kong policy of quality education for all: A multi-level analysis of its impacts on newly arrived children. *International Journal of Inclusive Education*, 16(3), 235–247. <https://doi.org/10.1080/13603116.2010.481430>
- Chum, H. (2015). *Teacher professional development on catering for students with special educational needs*. <https://applications.edb.gov.hk/circular/upload/EDBC/EDBC15012E.pdf>
- Civil Service Bureau. (2018). *Official Languages Division*. <https://www.csb.gov.hk/english/aboutus/org/scsd/1470.html>
- Coe, R. (2017). The nature of educational research. In *Research methods and methodologies in education* (2nd ed.). SAGE.
- Coe, R., Aloisi, C., Higgins, S., & Major, L. E. (2014). *What makes great teaching? Review of the underpinning research*. <http://dro.dur.ac.uk/13747/1/13747.pdf?DDD45+DDD29+DDO128+ded4ss+d700tmt>
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Collins, A., Azmat, F., & Rentschler, R. (2019). 'Bringing everyone on the same journey': Revisiting inclusion in higher education. *Studies in Higher Education*, 44(8), 1475–

1487. <https://doi.org/10.1080/03075079.2018.1450852>
- Comber, B., & Kamler, B. (2004). Getting out of deficit: Pedagogies of reconnection. *Teaching Education, 15*(3), 293–310. <https://doi.org/10.1080/1047621042000257225>
- Committee on Professional Development of Teachers and Principals. (2015a). *Odyssey to excellence: A learning profession of vibrancy, a teaching profession of excellence*. [https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/cotap\\_progress\\_report\\_2015-en.pdf](https://www.edb.gov.hk/attachment/en/teacher/qualification-training-development/development/cpd-teachers/cotap_progress_report_2015-en.pdf)
- Committee on Professional Development of Teachers and Principals. (2015b). *Professional standards for principals of Hong Kong*. <https://www.cotap.hk/images/T-standard/Principal/PSP-Framework-Stage-Descriptors-20190802.pdf>
- Committee on Professional Development of Teachers and Principals. (2015c). *T-standard+*. <https://www.cotap.hk/index.php/en/t-excel-hk/t-standard-introduction>
- Committee on Teachers' Work. (2006). *Final report*. <http://www.legco.gov.hk/yr06-07/english/panels/ed/papers/ed0212cb2-1041-6-e.pdf>
- Constitutional and Mainland Affairs Bureau. (2020). *The Basic Law*. <https://www.basiclaw.gov.hk/en/index/index.html>
- Cook, T. (2012). Where participatory approaches meet pragmatism in funded (health) research: The challenges of finding meaningful spaces. *Forum: Qualitative Social Research, 13*(1). <http://www.qualitative-research.net/index.php/fqs/article/view/1783/3304>
- Cooper, D. R., & Schindler, P. S. (2008). *Business research methods*. McGraw-Hill.
- Cooper, P., & McIntyre, D. (1996). *Effective teaching and learning: Teachers' and students' perspectives*. Open University Press.
- Corbett, J. (2001). *Supporting inclusive education: A connective pedagogy*. Routledge.
- Corbin, J. M., & Strauss, A. L. (2015). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (4th ed.). SAGE.
- Cortazzi, M., & Jin, L. (1996). Cultures of learning: Language classrooms in China. In H. Coleman (Ed.), *Society and the language classroom*. Cambridge University Press.
- Cortazzi, M., Pilcher, N., & Jin, L. (2011). Language choices and “blind shadows”: Investigating interviews with Chinese participants. *Qualitative Research, 11*(5), 505–535. <https://doi.org/10.1177/1468794111413225>
- Crafton, L. K., & Albers, P. (2012). Toward a signature pedagogy in teacher education. In N. L. Chick, A. Haynie, R. A. R. Furung, & A. A. Ciccone (Eds.), *Exploring more signature pedagogies: Approaches to teaching disciplinary habits of mind* (pp. 217–230). Stylus Publishing.
- Craig, C. J. (2004). Shifting boundaries on the professional knowledge landscape: When teacher communications become less safe. *Curriculum Inquiry, 34*(4), 395–424. <https://doi.org/10.1111/j.1467-873X.2004.00304.x>
- Crawford, N., Heung, V., Yip, E., & Yuen, C. (1999). Integration in Hong Kong: Where are we now and what do we need to do? *Hong Kong Special Education Forum, 2*(2), 1–13.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed method approaches* (5th ed.). SAGE.
- Curriculum Development Council. (1999). *Syllabuses for secondary schools: English language (Secondary 1-5)*. [https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/syllabuses for sec sch \(eng\).pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/syllabuses%20for%20sec%20sch%20(eng).pdf)
- Curriculum Development Council. (2001). *Learning to learn: The way forward in curriculum development*. <https://www.edb.gov.hk/en/curriculum-development/cs->

- curriculum-doc-report/wf-in-cur/index.html
- Curriculum Development Council. (2014). *Basic education curriculum guide (Primary 1 - 6)*. <https://cd.edb.gov.hk/becg/english/index-2.html>
- Curriculum Development Council. (2016). *Background*. <https://cd1.edb.hkedcity.net/cd/cdc/en/background.html>
- Curriculum Development Council. (2017a). *Secondary education curriculum guide: Embracing learner diversity*. [https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG booklet 5\\_en\\_20180831.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20booklet%205_en_20180831.pdf)
- Curriculum Development Council. (2017b). *Secondary education curriculum guide*. [https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG Introduction\\_en\\_20180831.pdf](https://www.edb.gov.hk/attachment/en/curriculum-development/renewal/Guides/SECG%20Introduction_en_20180831.pdf)
- deValenzuela, J. S. (2007). Sociocultural views of learning. In L. Florian (Ed.), *The SAGE handbook of special education*. SAGE.
- Deglau, D., Ward, P., O'Sullivan, M., & Bush, K. (2006). Professional dialogue as professional development. *Journal of Teaching in Physical Education*, 25, 413–427. <https://doi.org/10.1123/jtpe.25.4.413>
- Denzin, N. K. (2001). *Interpretive interactionism*. SAGE.
- Department for Education and Department of Health. (2015). *Special educational needs and disability code of practice : 0 to 25 years*. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Dermont, C., Ingold, K., Kammermann, L., & Stadelmann-Steffen, I. (2017). Bringing the policy making perspective in: A political science approach to social acceptance. *Energy Policy*, 108, 359–368. <https://doi.org/10.1016/j.enpol.2017.05.062>
- Devine, D., Fahie, D., & McGillicuddy, D. (2013). What is “good” teaching? Teacher beliefs and practices about their teaching. *Irish Educational Studies*, 32(1), 83–108. <https://doi.org/10.1080/03323315.2013.773228>
- Diamond, J. (1996). The roots of radicalism. *The New York Review of Books*, 43(18), 4–6. <https://www.nybooks.com/articles/1996/11/14/the-roots-of-radicalism/>
- Diesing, P. (2008). *Patterns of discovery in the Social Sciences*. Aldine Atherton.
- Dreyfus, H. L., & Dreyfus, S. E. (2009). The relationships of theory and practice in the acquisition of skill. In P. Benner, C. Tanner, & C. Chesla (Eds.), *Expertise in nursing practice: Caring, clinical judgement, and ethics* (2nd ed.). Springer.
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Scribner.
- Duff, P. A. (2002). The discursive co-construction of knowledge, identity, and difference: An ethnography of communication in the high school mainstream. *Applied Linguistics*, 23(3), 289–322. <https://doi.org/10.1093/applin/23.3.289>
- Duncombe, R., & Armour, K. M. (2004). Collaborative professional learning: From theory to practice. *Journal of In-Service Education*, 30(1), 141–166. <https://doi.org/10.1080/13674580400200287>
- Dweck, C. S. (2012). *Mindset: How can you fulfil your potential*. Constable & Robinson.
- Ecclestone, K., & Pryor, J. (2003). “Learning careers” or “assessment careers”? The impact of assessment systems on learning. *British Educational Research Journal*, 29(4). <https://doi.org/10.1080/0141192032000099324>
- Education and Manpower Bureau. (1999). *Information paper: Policy on integrated education and the outcome of the two-year pilot project*. <https://www.legco.gov.hk/yr98-99/english/panels/ed/papers/ed21064b.htm#a2>
- Education Bureau. (2007). *Consultancy reports*. <http://www.edb.gov.hk/en/about-edb/publications-stat/major-reports/consultancy-reports/index.html>
- Education Bureau. (2008). *Catering for student differences: Indicators for inclusion*. [http://www.edb.gov.hk/FileManager/EN/Content\\_187/Indicators-082008\\_E.pdf](http://www.edb.gov.hk/FileManager/EN/Content_187/Indicators-082008_E.pdf)

- Education Bureau. (2012). *School places allocation systems*.  
<https://www.edb.gov.hk/en/student-parents/spa-systems/overview/index.html>
- Education Bureau. (2014). *Operation guide on the Whole School Approach to Integrated Education*. [http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie\\_guide\\_en.pdf](http://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ie_guide_en.pdf)
- Education Bureau. (2016). *Our work*. <https://www.edb.gov.hk/en/about-edb/info/our-work/index.html>
- Education Bureau. (2017). *Special Educational Needs Coordinator*.  
[https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/pro-support/senco/EDBC9\\_2017\\_E.pdf](https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/pro-support/senco/EDBC9_2017_E.pdf)
- Education Bureau. (2018a). *General information on DSS*.  
<https://www.edb.gov.hk/en/edu-system/primary-secondary/applicable-to-primary-secondary/direct-subsidy-scheme/index/info-sch.html>
- Education Bureau. (2018b). *Special education*. <https://www.edb.gov.hk/en/edu-system/special/policy-and-initiatives/special-edu/index.html>
- Education Bureau. (2018c). *The school curriculum framework*. Ongoing Renewal of the School Curriculum. <https://www.edb.gov.hk/en/curriculum-development/renewal/framework.html>
- Education Bureau. (2019a). *Figures and statistics: Primary education*.  
<https://www.edb.gov.hk/en/about-edb/publications-stat/figures/pri.html>
- Education Bureau. (2019b). *Overview of kindergarten education in Hong Kong*.  
<https://www.edb.gov.hk/en/edu-system/preprimary-kindergarten/overview/index.html>
- Education Bureau. (2019c). *Publicly-funded programmes*.  
<https://www.edb.gov.hk/en/edu-system/postsecondary/local-higher-edu/publicly-funded-programmmes/index.html>
- Education Bureau. (2019d). *Special educational needs coordinator (SENCO)*.  
<https://www.edb.gov.hk/en/edu-system/special/support/wsa/pro-support/senco/index.html>
- Education Bureau. (2019e). *Teacher professional development on catering for students with special educational needs (SEN)*. <https://www.edb.gov.hk/en/edu-system/special/sen-training/>
- Education Bureau. (2020). *Government expenditure on education*.  
<https://www.edb.gov.hk/en/about-edb/publications-stat/figures/gov-expenditure.html>
- Education Commission. (1997). *Education Commission report no.7: Quality school education*. [https://www.e-c.edu.hk/doc/en/publications\\_and\\_related\\_documents/education\\_reports/ecr7\\_e\\_2.pdf](https://www.e-c.edu.hk/doc/en/publications_and_related_documents/education_reports/ecr7_e_2.pdf)
- Education Commission. (2017). *Overview*. <https://www.e-c.edu.hk/en/overview/index.html>
- Education Department. (2002). *Support for students with learning difficulties in mainstream schools*. <http://www.legco.gov.hk/yr01-02/english/panels/ed/papers/ed0228cb2-1171-4e.pdf>
- Elbaz, F. (1983). *Teacher thinking: A study of practical knowledge*. Croom Helm.
- Electoral Affairs Commission. (2019). *Function of the Election Committee*.
- Ellis, S., Tod, J., &Graham-Matheson, L. (2008). *Special educational needs and inclusion: Reflection and renewal*.  
<https://www.nasuwt.org.uk/uploads/assets/uploaded/ddacdc2-3cba-4791-850f32216246966e.pdf>
- ENABLE Scotland. (2019). *#IncludED in the main?!* <https://www.enable.org.uk/wp->

- content/uploads/2017/08/IncludED-in-the-Main-22-Steps-on-the-Journey-to-Inclusion.pdf
- Equal Opportunities Commission. (2014). *Mechanism for handling complaints about the implementation of integrated education and support for students with mental illness under the existing integrated education system*. [http://www.legco.gov.hk/yr13-14/english/panels/ed/ed\\_ie/papers/ed\\_ie0708cb4-897-3-e.pdf](http://www.legco.gov.hk/yr13-14/english/panels/ed/ed_ie/papers/ed_ie0708cb4-897-3-e.pdf)
- Eraut, M. (2007). Learning from other people in the workplace. *Oxford Review of Education*, 33(4), 403–422. <https://doi.org/10.1080/03054980701425706>
- European Agency for Development in Special Needs Education. (2011). *Teacher education for inclusion across Europe: Challenges and opportunities*. <https://www.european-agency.org/publications/ereports/te4i-challenges-and-opportunities/te4i-challenges-and-opportunities>
- European Agency for Special Needs and Inclusive Education. (2015). *Empowering teachers to promote inclusive education: A case study of approaches to training and support for inclusive teacher practice*. <https://www.european-agency.org/resources/publications/empowering-teachers-promote-inclusive-education>
- European Agency for Special Needs and Inclusive Education. (2021). *Projects*. <https://www.european-agency.org/projects>
- Evans, J., & Benefield, P. (2010). *Systematic reviews of educational research: Does the medical model fit?* 27(5), 527–541. <https://doi.org/10.1080/0141192012009571>
- Farrell, T. S. C. (2006). “The teacher is an octopus”: Uncovering preservice English language teachers’ prior beliefs through metaphor analysis. *RELC Journal*, 37(2), 236–248. <https://doi.org/10.1177/0033688206067430>
- Feldman, A., Altrichter, H., Posch, P., & Somekh, B. (2018). *Teachers investigate their work: An introduction to action research across professions* (3rd ed.). Routledge.
- Fenge, L.-A. (2010). Striving towards inclusive research: An example of participatory action research with older lesbians and gay men. *British Journal of Social Work*, 40(3), 878–894. <https://doi.org/10.1093/bjsw/bcn144>
- Flick, U. (2014). *An introduction to qualitative research* (5th ed.). SAGE.
- Flinders, D. J. (1992). In search of ethical guidance: Constructing a basis for dialogue. *International Journal of Qualitative Studies in Education*, 5(2), 101–115. <https://doi.org/10.1080/0951839920050202>
- Florian, L. (2009). Towards an inclusive pedagogy. In P. Hick, R. Kershner, & P. T. Farrell (Eds.), *Psychology for Inclusive Education: New Directions in Theory and Practice*. Routledge.
- Florian, L. (2019). On the necessary co-existence of special and inclusive education. *International Journal of Inclusive Education*, 23(7–8), 691–704. <https://doi.org/10.1080/13603116.2019.1622801>
- Florian, L. (2013). Reliable data. *Inclusive Education in Europe: Putting Theory into Practice*, 83–93. [https://www.european-agency.org/sites/default/files/IC\\_Researchers\\_paper.pdf](https://www.european-agency.org/sites/default/files/IC_Researchers_paper.pdf)
- Florian, L., & Beaton, M. (2018). Inclusive pedagogy in action: Getting it right for every child. *International Journal of Inclusive Education*, 22(8), 870–884. <https://doi.org/10.1080/13603116.2017.1412513>
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828. <https://doi.org/10.1080/01411926.2010.501096>
- Florian, L., Black-Hawkins, K., & Rouse, M. (2017). *Achievement and inclusion in schools* (2nd ed.). Routledge.
- Florian, L., & Camedda, D. (2020). Enhancing teacher education for inclusion. *European*

- Journal of Teacher Education*, 43(1), 4–8.  
<https://doi.org/10.1080/02619768.2020.1707579>
- Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: Using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369–386.
- Florian, L., & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education*, 28(2), 119–135.
- Flyvbjerg, B. (2004). Five misunderstandings about case-study research. In C. Seale, G. Gobo, J. F. Gubrium, & D. Silverman (Eds.), *Qualitative research practice*. SAGE.
- Fogelman, K., & Comber, C. (2009). Surveys and sampling. In A. Briggs & M. Coleman (Eds.), *Research methods in educational leadership and management*. SAGE.
- Forlin, C. (2007a). A collaborative, collegial and more cohesive approach to supporting educational reform for inclusion in Hong Kong. *Asia Pacific Education Review*, 8(2), 276–287.
- Forlin, C. (2007b). Inclusive educational practices: A way forward for Hong Kong. *Chinese Education & Society*, 40(4), 63–75. <https://doi.org/10.2753/CED1061-1932400405>
- Forlin, C. (2012). Responding to the need for inclusive teacher education: Rhetoric or reality? In C. Forlin (Ed.), *Future directions for inclusive teacher education: An international perspective*. Routledge.
- Forlin, C., Loreman, T., & Sharma, U. (2014). A system-wide professional learning approach about inclusion for teachers in Hong Kong. *Asia-Pacific Journal of Teacher Education*, 42(3), 247–260. <https://doi.org/10.1080/1359866X.2014.906564>
- Forlin, C., & Sin, K. F. (2010). Developing support for inclusion: A professional learning approach for teachers in Hong Kong. *International Journal of Whole Schooling*, 6(1), 7–26.
- Franco, I. B., Chatterji, T., Derbyshire, E., & Tracey, J. (2020). Towards impact sustainability. In I. B. Franco, T. Chatterji, E. Derbyshire, & J. Tracey (Eds.), *Actioning the global goals for local impact: Towards sustainability science, policy, education and practice*. Springer.
- Gallacher, L.-A., & Gallagher, M. (2008). Methodological immaturity in childhood research?: Thinking through “participatory methods.” *Childhood*, 15(4), 499–516. <https://doi.org/10.1177/0907568208091672>
- Gao, X. (2016). To stay or not to stay in Hong Kong: An examination of mainland Chinese undergraduates’ after-graduation plans. In Y. C. Cheng, A. C. K. Cheung, & S. W. Ng (Eds.), *Internationalisation of higher education: The case of Hong Kong*. Springer.
- Geertz, C. (2004). Being there. In C. Seale (Ed.), *Social research methods: A reader*. Routledge.
- Gibson, S. (2006). Beyond a “culture of silence”: Inclusive education and the liberation of “voice.” *Disability and Society*, 21(4), 315–329. <https://doi.org/10.1080/09687590600679956>
- Giddens, A. (1982). *Profiles and critiques in social theory*. Macmillan.
- Gillborn, D., & Youdell, D. (2000). *Retioning education: Policy, practice, reform and equity*. Open University Press.
- Gillespie, A. (2008). Social representations, alternative representations and semantic barriers. *Journal for the Theory of Social Behaviour*, 38(4), 375–391. <https://doi.org/10.1111/j.1468-5914.2008.00376.x>
- Gilmour, A. F. (2018). Has inclusion gone too far? *Education Next*, 18(4), 8–16.
- Glaser, B. G. (1978). *Theoretical sensitivity: Advances in the methodology of grounded theory*. Sociology Press.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for*

- qualitative research*. Aldine Pub.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597–606.
- Golde, C. M. (2007). Signature pedagogies in doctoral education: Are they adaptable for the preparation of education researchers? *Educational Researcher*, 36(6), 344–351. <https://doi.org/10.3102/0013189x07308301>
- Gonulal, T., &Loewen, S. (2018). Scaffolding technique. In J. I.Liontas (Ed.), *The TESOL encyclopedia of English language teaching*. Wiley. <https://doi.org/10.1002/9781118784235.eelt0180>
- Göransson, K., &Nilholm, C. (2014). Conceptual diversities and empirical shortcomings: A critical analysis of research on inclusive education. *European Journal of Special Needs Education*, 29(3), 265–280. <https://doi.org/10.1080/08856257.2014.933545>
- Gorard, S. (2003). *Quantitative methods in Social Science*. Continuum.
- Government of the Hong Kong Special Administrative Region. (2019). *Government structure*. <https://www.gov.hk/en/about/govdirectory/govstructure.htm>
- Greater London Authority. (2018). *Land area and population density*. <https://data.london.gov.uk/dataset/land-area-and-population-density-ward-and-borough>
- Griffiths, M. (1998). *Educational research for social justice: Getting off the fence*. Open University Press.
- Griggs, V., Holden, R., Rae, J., &Lawless, A. (2015). Professional learning in human resource management: Problematizing the teaching of reflective practice. *Studies in Continuing Education*, 37(2), 202–217. <https://doi.org/10.1080/0158037X.2015.1028528>
- Hagger, H., &McIntyre, D. (2006). *Learning teaching from teachers: Realising the potential of school-based teaching education*. Open University Press.
- Hall, L. (2014). “With” not “about” - Emerging paradigms for research in a cross-cultural space. *International Journal of Research and Method in Education*, 37(4), 376–389. <https://doi.org/10.1080/1743727X.2014.909401>
- Hammerness, K., Darling-Hammond, L., Grossman, P., Rust, F., &Shulman, L. S. (2005). The design of teacher education programs. In L.Darling-Hammond &J.Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do*. Jossey-Bass.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson.
- Harris, J., Carrington, S., &Ainscow, M. (2018). *Promoting equity in schools: Collaboration, inquiry and ethical leadership*. Routledge.
- Hart, S., Dixon, A., Drummond, M. J., &McIntyre, D. (2004). *Learning without limits*. Open University Press.
- Hart, S., Drummond, M. J., &McIntyre, D. (2014). Learning without limits: Constructing a pedagogy free from determinist beliefs about ability. In L.Florian (Ed.), *The SAGE handbook of special education* (pp. 439–458). SAGE. <https://doi.org/10.4135/9781848607989>
- Hattam, R., Brennan, M., Zipin, L., &Comber, B. (2009). Researching for social justice: Contextual, conceptual and methodological challenges. *Discourse*, 30(3), 303–316. <https://doi.org/10.1080/01596300903037010>
- Heung, V. (2006). Can the introduction of an inclusion index move a system forward? *International Journal of Inclusive Education*, 10(4–5), 309–322. <https://doi.org/10.1080/13603110500430674>
- Hiebert, J., Gallimore, R., &Stigler, J. W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one? *Educational Researcher*, 31(5), 3–15. <https://doi.org/10.3102/0013189x031005003>

- Holland, S., Renold, E., Ross, N., & Hillman, A. (2008). Rights, 'right on' or the right thing to do? A critical exploration of young people's engagement in participative social work research. In *NCRM Working Paper Series*. <http://eprints.ncrm.ac.uk/460/>
- Hong Kong Examinations and Assessment Authority. (2015a). *Assessment framework for 2018 HKDSE: English Language*. [http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Subject\\_Information/eng\\_lang/2018hkdse-e-elang.pdf](http://www.hkeaa.edu.hk/DocLibrary/HKDSE/Subject_Information/eng_lang/2018hkdse-e-elang.pdf)
- Hong Kong Examinations and Assessment Authority. (2015b). *Exam reports*. [http://www.hkeaa.edu.hk/en/recognition/develop\\_hk\\_pub\\_exam/hkcee/exam\\_reports/](http://www.hkeaa.edu.hk/en/recognition/develop_hk_pub_exam/hkcee/exam_reports/)
- Hong Kong Examinations and Assessment Authority. (2019). *School-based Assessment*. <http://www.hkeaa.edu.hk/en/sba/>
- Hong Kong Examinations and Assessment Authority. (2020a). *Examination report*. [http://www.hkeaa.edu.hk/en/hkdse/assessment/exam\\_reports/](http://www.hkeaa.edu.hk/en/hkdse/assessment/exam_reports/)
- Hong Kong Examinations and Assessment Authority. (2020b). *Introduction*. HKDSE. <http://www.hkeaa.edu.hk/en/hkdse/introduction/>
- Howe, K. R., & Moses, M. S. (1999). Ethics in educational research. *Review of Research in Education, 24*, 21–60. <https://doi.org/10.3102/0091732X024001021>
- Information Services Department. (2019). *Hong Kong 2018*. Government Logistics Department.
- International Bureau of Education. (2016). *Reaching out to all learners: A resource pack for supporting inclusive education*. <http://unesdoc.unesco.org/images/0024/002432/243279e.pdf>
- James, M., & Pollard, A. (2011). TLRP's ten principles for effective pedagogy: Rationale, development, evidence, argument and impact. *Research Papers in Education, 26*(3), 275–328. <https://doi.org/10.1080/02671522.2011.590007>
- Jin, L., & Cortazzi, M. (2008). Images of teachers, learning and questioning in Chinese cultures of learning. In E. A. Berendt (Ed.), *Metaphors for learning*. John Benjamins Publishing.
- Johnson, D. W., & Johnson, R. T. (2000). Cooperative learning, values, and culturally plural classrooms. In M. Leicester, C. Modgil, & S. Modgil (Eds.), *Classroom issues: Practice, pedagogy and curriculum* (pp. 18–36). Falmer Press.
- Kellett, M. (2011). Empowering children and young people as researchers: Overcoming barriers and building capacity. *Child Indicators Research, 4*(2), 205–219. <https://doi.org/10.1007/s12187-010-9103-1>
- Kennedy, K. (2012). The “no loser” principle in Hong Kong's education reform: Does it apply to ethnic minority students? *Hong Kong Teachers' Centre Journal, 11*, 1–23.
- Kennedy, P. (2002). Learning cultures and learning styles: Myth-understandings about adult (Hong Kong) Chinese learners. *International Journal of Lifelong Education, 21*(5), 430–445. <https://doi.org/10.1080/02601370210156745>
- Kershner, R. (2009). Learning in inclusive classrooms. In P. Hick, R. Kershner, & P. T. Farrell (Eds.), *Psychology for inclusive education: New directions in theory and practice*. Routledge.
- Kershner, R. (2014). What do classroom teachers need to know about meeting special educational needs? In L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed.). SAGE.
- Kiernan, C. (1999). Participation in research by people with learning disability: Origins and issues. *British Journal of Learning Disabilities, 27*, 43–47.
- Kruse, S., & Dederich, K. (2018). The idea of inclusion: Conceptual and empirical diversities in Germany. *Improving Schools, 21*(1), 19–31. <https://doi.org/10.1177/1365480217707835>

- Lai, K. C., & Grossman, D. (2008). Alternate routes in initial teacher education: A critical review of the research and policy implications for Hong Kong. *Journal of Education for Teaching, 34*(4), 261–275.
- Lai, M. K., McNaughton, S., Jesson, R., & Wilson, A. (2020). *Research-practice partnerships for school improvement: The learning schools model*. Emerald Publishing.
- Lee, I. (2007). Feedback in Hong Kong secondary writing classrooms: Assessment for learning or assessment of learning? *Assessing Writing, 12*(3), 180–198. <https://doi.org/10.1016/j.asw.2008.02.003>
- Lee, W. O. (1996). The cultural context for Chinese learners: Conceptions of learning in the Confucian tradition. In D. A. Watkins & J. B. Biggs (Eds.), *The Chinese learner: Cultural, psychological and contextual influences*. Comparative Education Research Centre.
- Legislative Council Secretariat. (2012). *Integrated education*. <http://www.legco.gov.hk/yr11-12/english/panels/ed/papers/ed0710cb2-2518-2-e.pdf>
- Legislative Council Secretariat. (2014). *Background brief on issues related to Direct Subsidy Scheme schools*. <http://www.legco.gov.hk/yr13-14/english/panels/ed/papers/ed0113cb4-284-5-e.pdf>
- Legislative Council Secretariat. (2019). *Teacher training on special educational needs in selected places*. <https://www.legco.gov.hk/research-publications/english/1819in22-teacher-training-on-special-educational-needs-in-selected-places-20190918-e.pdf>
- Leigh, J. (2016). An embodied perspective on judgements of written reflective practice for professional development in Higher Education. *Reflective Practice, 17*(1), 72–85. <https://doi.org/10.1080/14623943.2015.1123688>
- Leinhardt, G. (1988). Situated knowledge and expertise in teaching. In J. Calderhead (Ed.), *Teachers' professional learning*. Falmer Press.
- Leung, C., & Mak, K. (2010). Training, understanding, and the attitudes of primary school teachers regarding inclusive education in Hong Kong. *International Journal of Inclusive Education, 14*(8), 829–842. <https://doi.org/10.1080/13603110902748947>
- Li, D. C. S. (2000). Cantonese-English code-switching research in Hong Kong: A Y2K review. *World Englishes, 19*(3), 305–322. <https://doi.org/10.1111/1467-971X.00181>
- Li, E. (2010). *Inclusive English language teaching in Hong Kong: An exploratory study of the Initiation Programme for newly-arrived children from the mainland*. University of Cambridge.
- Li, E. (2014). Preparing teachers in Hong Kong to support inclusion: A cultural framework for inclusive teacher education. *Hong Kong Journal of Special Education, 16*, 48–54.
- Li, E. (2017, August 20). Can extra HK\$5 billion lead to greater inclusion in Hong Kong schools? *South China Morning Post*. <http://www.scmp.com/comment/letters/article/2107386/can-extra-hk5-billion-lead-greater-inclusion-hong-kong-schools>
- Li, E. (2020, February 19). Celebrating differences: What's in a name? *BERA Blog*. <https://www.bera.ac.uk/blog/celebrating-differences-whats-in-a-name>
- Li, K. M., & Cheung, R. Y. M. (2019). Pre-service teachers' self-efficacy in implementing inclusive education in Hong Kong: The roles of attitudes, sentiments, and concerns. *International Journal of Disability, Development and Education*. <https://doi.org/10.1080/1034912X.2019.1678743>
- Li, L. C., Grimshaw, J. M., Nielsen, C., Judd, M., Coyte, P. C., & Graham, I. D. (2009).

- Evolution of Wenger's concept of community of practice. *Implementation Science*, 4(1), 1–8. <https://doi.org/10.1186/1748-5908-4-11>
- Lian, M. G. J. (2004). Inclusive education: Theory and practice. *Hong Kong Special Education Forum*, 7(1), 57–74.
- Lieberman, A. (2000). Networks as learning communities: Shaping the future of teacher development. *Journal of Teacher Education*, 51(3), 221–227. <https://doi.org/10.3998/mpub.10194365>
- Lin, A., & Man, E. (2009). *Bilingual education: Southeast Asia perspectives*. Hong Kong University Press.
- Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics*. <https://doi.org/10.1093/applin/20.1.71>
- Lo, W. Y. W., & Hou, A. Y. C. (2019). A farewell to internationalisation? Striking a balance between global ambition and local needs in higher education in Taiwan. *Higher Education*. <https://doi.org/10.1007/s10734-019-00495-0>
- Luk-Fong, P. Y. Y. (2005). Managing change in an integrated school: A Hong Kong hybrid experience. *International Journal of Inclusive Education*, 9(1), 89–103. <https://doi.org/10.1080/1360311042000299766>
- MacKenzie, N., & Knipe, S. (2006). Research dilemmas: Paradigms, methods, and methodology. *Issues in Educational Research*, 16(2), 193–205.
- MacLeod, A. G., Lewis, A., & Robertson, C. (2014). "CHARLIE: PLEASE RESPOND!" Using a participatory methodology with individuals on the autism spectrum. *International Journal of Research and Method in Education*, 37(4), 407–420. <https://doi.org/10.1080/1743727X.2013.776528>
- Mak, B., & Pun, S. H. (2015). Cultivating a teacher community of practice for sustainable professional development: Beyond planned efforts. *Teachers and Teaching: Theory and Practice*, 21(1), 4–21. <https://doi.org/10.1080/13540602.2014.928120>
- Marchesi, Á. (2019). Salamanca 1994-2019: There is still a long way to Latin America. *International Journal of Inclusive Education*, 23(7–8), 841–848. <https://doi.org/10.1080/13603116.2019.1622803>
- Matsumoto, D., & Yoo, S. H. (2006). Toward a new generation of cross-cultural research. *Perspectives on Psychological Science*, 1(3), 234–250. <https://doi.org/10.1111/j.1745-6916.2006.00014.x>
- Maxwell, J. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62(3), 279–300. <https://doi.org/0017-8055>
- Maxwell, J. (2012). *Qualitative research design: An interactive approach*. SAGE.
- McGrath, I. (2006). Using insights from teachers' metaphors. *Journal of Education for Teaching*, 32(3), 303–317. <https://doi.org/10.1080/02607470600782443>
- McIntyre, D. (2005). Bridging the gap between research and practice. *Cambridge Journal of Education*, 35(3), 357–382. <https://doi.org/10.1080/03057640500319065>
- McIntyre, D. (2009). The difficulties of inclusive pedagogy for initial teacher education and some thoughts on the way forward. *Teaching and Teacher Education*, 25(4), 602–608. <https://doi.org/10.1016/j.tate.2009.02.008>
- McNamara, D., & Desforjes, C. (1978). The social sciences, teacher education and the objectification of craft knowledge. *British Journal of Teacher Education*, 4(1), 17–36. <https://doi.org/10.1080/0260747780040103>
- McNeely, C. L. (1995). Prescribing National Education Policies : The Role of International Organizations International Education Society Linked references are available on JSTOR for this article : You may need to log in to JSTOR to access the linked references . Focus on Value. *Comparative Education Review*, 39(4), 483–507.
- Mertens, D. M. (2005). *Research methods in education and psychology*. SAGE.
- Messiou, K., & Ainscow, M. (2020). Inclusive inquiry: Student-teacher dialogue as a

- means of promoting inclusion in schools. *British Educational Research Journal*, 46(3), 670–687. <https://doi.org/10.1002/berj.3602>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis*. SAGE.
- Mills, J., Bonner, A., & Francis, K. (2006). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, 5(1), 25–35. <https://doi.org/10.1177/160940690600500103>
- Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies* (2nd ed.). Routledge.
- Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: Teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 35(1), 100–114. <https://doi.org/10.1080/08856257.2019.1615800>
- Mok, J. K., & Chan, D. K. (2002). Introduction. In J. K. Mok & D. K. Chan (Eds.), *Globalization and education: The quest for quality education in Hong Kong*. Hong Kong University Press.
- Moneta, G. B., & Siu, C. M. Y. (2002). Trait intrinsic and extrinsic motivations, academic performance, and creativity in Hong Kong college students. *Journal of College Student Development*, 43(5), 664–683.
- Morris, P., & Adamson, B. (2010). *Curriculum, schooling and society in Hong Kong*. Hong Kong University Press.
- Morris, P., & Scott, I. (2003). Educational reform and policy implementation in Hong Kong. *Journal of Education Policy*, 18(1), 71–84. <https://doi.org/10.1080/0268093032000042218>
- Morrison, B. (2011). Building on experience, seeking new perspectives. In B. Morrison (Ed.), *Independent language learning: Building on experiences, seeking new perspectives*. Hong Kong University Press.
- Moyles, J. (2002). Observation as a research tool. In A. Briggs & M. Coleman (Eds.), *Research methods in educational leadership and management*. SAGE.
- Munhall, P. L. (2001). Ethical considerations in qualitative research. In *Nursing research: A qualitative perspective* (3rd ed.). Jones and Bartlett.
- Neuman, W. L. (2011). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
- Newby, P. (2014). *Research methods for education*. Routledge.
- Nguyen, P. M., Elliott, J. G., Terlouw, C., & Pilot, A. (2009). Neocolonialism in education: Cooperative Learning in an Asian context. *Comparative Education*, 45(1), 109–130. <https://doi.org/10.1080/03050060802661428>
- Nind, M. (2005). Inclusive education: Discourse and action. *British Educational Research Journal*, 31(2), 269–275.
- Nind, M. (2014a). Inclusive research and inclusive education: Why connecting them makes sense for teachers' and learners' democratic development of education. *Cambridge Journal of Education*, 44(4), 525–540. <https://doi.org/10.1080/0305764X.2014.936825>
- Nind, M. (2014b). *What is inclusive research?* Bloomsbury Academic.
- Nind, M., & Vinha, H. (2014). Doing research inclusively: Bridges to multiple possibilities in inclusive research. *British Journal of Learning Disabilities*, 42(2), 102–109. <https://doi.org/10.1111/bld.12013>
- Norton, L., Richardson, J. T. E., Hartley, J., Newstead, S., & Mayers, J. (2005). Teachers' belief and intentions concerning teaching in higher education. *Source: Higher Education*, 50(4), 537–571. <https://doi.org/10.1007/s10734-004-6363-z>
- Norwich, B., & Lewis, A. (2001). Mapping a Pedagogy for Special Educational Needs. *British Educational Research Journal*, 27(3), 313–329.

- <https://doi.org/10.1080/01411920120048322>
- Norwich, B., & Lewis, A. (2005). How specialised is teaching pupils with disabilities and difficulties? In A. Lewis & B. Norwich (Eds.), *Special teaching for special children? Pedagogies for inclusion* (pp. 1–14). Open University Press.
- O’Hanlon, C. (2003). *Educational inclusion as action research: An interpretive discourse*. Open University Press.
- O’Leary, E. S., Shapiro, C., Toma, S., Sayson, H. W., Levis-Fitzgerald, M., Johnson, T., & Sork, V. L. (2020). Creating inclusive classrooms by engaging STEM faculty in culturally responsive teaching workshops. *International Journal of STEM Education*, 7(1), 32. <https://doi.org/10.1186/s40594-020-00230-7>
- Ofsted. (2006). *Inclusion: Does it really matter where pupils are taught?* [https://doi.org/HMI 2535](https://doi.org/HMI%202535)
- Ogden, R. (2012). Bias. In L. M. Given (Ed.), *The SAGE encyclopedia of qualitative research methods*. SAGE. <https://doi.org/10.4135/9781412963909>
- Ohna, S. E. (2005). Researching classroom processes of inclusion and exclusion. *European Journal of Special Needs Education*, 20(2), 167–178. <https://doi.org/10.1080/08856250500055651>
- Oliver, P. (2010). *The student’s guide to research ethics* (2nd ed.). McGraw-Hill Education.
- Operti, R., & Brady, J. (2011). Developing inclusive teachers from an inclusive curricular perspective. *Prospects*, 41(3), 459–472. <https://doi.org/10.1007/s11125-011-9205-7>
- Osborn, M., McNess, E., & Broadfoot, P. (2000). *What teachers do: Changing policy and practice in primary education*. Continuum.
- Óskarsdóttir, E., Donnelly, V., Turner-Cmuchal, M., & Florian, L. (2020). Inclusive school leaders: Their role in raising the achievement of all learners. *Journal of Educational Administration*, 58(5), 521–537. <https://doi.org/10.1108/JEA-10-2019-0190>
- Parker, M., Patton, K., & O’Sullivan, M. (2016). Signature pedagogies in support of teachers’ professional learning. *Irish Educational Studies*, 35(2), 137–153. <https://doi.org/10.1080/03323315.2016.1141700>
- Pather, S. (2019). Confronting inclusive education in Africa since Salamanca. *International Journal of Inclusive Education*, 23(7–8), 782–795. <https://doi.org/10.1080/13603116.2019.1623329>
- Phillips, W. K. (2002). Teaching techniques among Chinese international students in Christian colleges and universities. *Christian Higher Education*, 1(4), 347–369. <https://doi.org/10.1080/15363750214578>
- Phillipson, S. N. (2007). The regular Chinese classroom. In S. N. Phillipson (Ed.), *Learning diversity in the Chinese classroom: Contexts and practice for students with special needs*. Hong Kong University Press.
- Phuong-Mai, N., Terlouw, C., & Pilot, A. (2005). Cooperative learning vs Confucian heritage culture’s collectivism : Confrontation to reveal some cultural conflicts and mismatch. *Asia Europe Journal*, 3, 403–419.
- Pollard, A., Black-Hawkins, K., Hodges, G. C., Dudley, P., James, M., Linklater, H., Swaffield, S., Swann, M., Turner, F., Warwick, P., Winterbottom, M., & Wolpert, M. A. (2014). *Reflective teaching in schools*. Bloomsbury Academic.
- Pong, W. Y., & Chow, J. C. S. (2002). On the pedagogy of examinations in Hong Kong. *Teaching and Teacher Education*, 18, 139–149. [https://doi.org/10.1016/s0742-051x\(02\)00002-1](https://doi.org/10.1016/s0742-051x(02)00002-1)
- Pont, B., Nusche, D., & Moorman, H. (2008). *Improving school leadership: Policy and practice*. <https://doi.org/10.1787/9789264082915-et>
- Poon-Mcbrayer, K. F. (2014). The evolution from integration to inclusion: The Hong Kong tale. *International Journal of Inclusive Education*, 18(10), 1004–1013.

- <https://doi.org/10.1080/13603116.2012.693397>
- Poon-McBrayer, K. F. (2004). To integrate or not to integrate: Systemic dilemmas in Hong Kong. *Journal of Special Education, 37*(4), 249–256.  
<https://doi.org/10.1177/00224669040370040401>
- Poon, A. Y. K., & Wong, Y. C. (2008). Policy Changes and Impact of the Education Reform in Hong Kong. *Journal of National Taiwan Normal University: Education, 53*(3), 47–65.
- Porter, G., Townsend, J., & Hampshire, K. (2012). Children and young people as producers of knowledge. *Children's Geographies, 10*(2), 131–134.  
<https://doi.org/10.1080/14733285.2012.667915>
- Poulson, L., & Wallace, M. (2004). Designing and writing about research: Developing a critical frame of mind. In L. Poulson & M. Wallace (Eds.), *Learning to read critically in teaching and learning*. SAGE. <https://doi.org/10.4135/9780857024466.d5>
- Pring, R. (2015). *Philosophy of educational research* (3rd ed.). Bloomsbury.
- Qin, A. (2020, May 27). Why are people protesting in Hong Kong? *The New York Times*.  
<https://www.nytimes.com/2020/05/27/world/asia/why-are-hong-kong-protesters.html>
- Quicke, J. (2003). Educating the pupil voice. *Support for Learning, 18*(2), 51–57.  
<https://doi.org/10.1111/1467-9604.00280>
- Ragin, C. C. (2014). *The comparative method: Moving beyond qualitative and quantitative strategies*. University of California Press.
- Rakap, S., & Kaczmarek, L. (2010). Teachers' attitudes towards inclusion in Turkey. *European Journal of Special Needs Education, 25*(1), 59–75.
- Rao, N., & Chan, C. K. K. (2009). Moving beyond paradoxes: Understanding Chinese learners and their teachers. In C. K. K. Chan & N. Rao (Eds.), *Revisiting the Chinese learner: Changing contexts, changing education*. Comparative Education Research Centre.
- Review Group on Hong Kong Institute of Education's Development Blueprint. (2009). *Report of the Review Group on Hong Kong Institute of Education's Development Blueprint*.  
[https://www.ugc.edu.hk/eng/ugc/about/publications/report/hkied\\_review\\_report/hkied\\_review\\_report.html](https://www.ugc.edu.hk/eng/ugc/about/publications/report/hkied_review_report/hkied_review_report.html)
- Richards, L. (2014). *Handling qualitative data: A practical guide* (3rd ed.). SAGE.
- Rix, J., Hall, K., Nind, M., Sheehy, K., & Wearmouth, J. (2009). What pedagogical approaches can effectively include children with special educational needs in mainstream classrooms? A systematic literature review. *Support for Learning, 24*(2), 86–94.
- Rix, J., & Sheehy, K. (2014). Nothing special: The everyday pedagogy of teaching. In L. Florian (Ed.), *The SAGE handbook of special education* (2nd ed.). SAGE.
- Robson, C. (2011). *Real world research: A resource for users of social research methods in applied settings*. Wiley.
- Rouse, M. (2006). Enhancing effective inclusive practice: Knowing, doing and believing. *KAIRARANGA, 7*, 8–13.
- Rouse, M. (2008). Developing inclusive practice: A role for teachers and teacher education? *Education in the North, 16*, 1–20.
- Rudduck, J., & McIntyre, D. (2007). *Improving learning through consulting pupils*. Routledge.
- Salili, F., Chiu, C. Y., & Lai, S. (2001). The influence of culture and context on students' motivational orientation and performance. In C. Y. Chiu & F. Salili (Eds.), *Student motivation: The culture and context of learning*. Kluwer Academic/Plenum.
- Sandoval, M., & Messiou, K. (2020). Students as researchers for promoting school

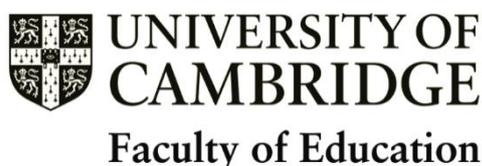
- improvement and inclusion: A review of studies. *International Journal of Inclusive Education*, 1–16. <https://doi.org/10.1080/13603116.2020.1730456>
- Sang, G., Liang, J. C., Chai, C. S., Dong, Y., & Tsai, C. C. (2018). Teachers' actual and preferred perceptions of twenty-first century learning competencies: A Chinese perspective. *Asia Pacific Education Review*, 19(3), 307–317. <https://doi.org/10.1007/s12564-018-9522-0>
- Savage, J. (2000). Participative observation: Standing in the shoes of others? *Qualitative Health Research*, 10(3), 324–339. <https://doi.org/10.1177/104973200129118471>
- Sawyer, R. K. (2006). *The Cambridge handbook of learning sciences*. Cambridge University Press.
- Scardamalia, M., & Bereiter, C. (2003). Knowledge building environments: Extending the limits of the possible in education and knowledge work. In A. DiStefano, K. E. Rudestam, & R. Silverman (Eds.), *Encyclopedia of distributed learning*. SAGE. [http://ikit.org/fulltext/2003\\_KBE.pdf](http://ikit.org/fulltext/2003_KBE.pdf)
- Schon, D. A. (1994). *The reflective practitioner: How professionals think in action*. Routledge.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9–16.
- Seale, J., Nind, M., & Parsons, S. (2014). Inclusive research in education: Contributions to method and debate. *International Journal of Research & Method in Education*, 37(4), 347–356.
- Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Crown Business.
- Sennett, R. (2009). *The craftsman*. Penguin.
- Sharma, U., Armstrong, A. C., Merumeru, L., Simi, J., & Yared, H. (2019). Addressing barriers to implementing inclusive education in the Pacific. *International Journal of Inclusive Education*, 23(1), 65–78. <https://doi.org/10.1080/13603116.2018.1514751>
- Sharma, U., Forlin, C., & Loreman, T. (2008). Impact of training on pre-service teachers' attitudes and concerns about inclusive education and sentiments about persons with disabilities. *Disability & Society*, 23(7), 773–785. <https://doi.org/10.1080/09687590802469271>
- Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs*, 12(1), 12–21. <https://doi.org/10.1111/j.1471-3802.2011.01200.x>
- Shaw, D. M., & Mahlios, M. (2011). Literacy metaphors of pre-service teachers: Do they change after instruction? Which metaphors are stable? How do they connect to theories? *Journal of Education for Teaching*, 37(1), 77–92. <https://doi.org/10.1080/02607476.2011.538274>
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22, 63–75. <https://doi.org/10.3233/EFI-2004-22201>
- Shulman, L. S. (2004). *The wisdom of practice: Essays on teaching, learning and learning to teach*. Jossey-Bass.
- Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3), 52–59.
- Silverman, D. (2010). *Doing qualitative research* (3rd ed.). SAGE.
- Simon, B. (1999). Why no pedagogy in England? In B. Moon & J. Leach (Eds.), *Learners and pedagogy*. Paul Chapman.
- Sin, C. H., & Fong, J. (2010). Commissioning research, promoting equality: Reflections on

- the disability rights commission's experiences of involving disabled children and young people. *Children's Geographies*, 8(1), 9–24.  
<https://doi.org/10.1080/14733280903500174>
- Siraj-Blatchford, I., & Sylva, K. (2004). Researching pedagogy in English pre-schools. *British Educational Research Journal*, 30(5), 713–730.  
<https://doi.org/10.1080/0141192042000234665>
- Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R., & Bell, D. (2002). *Researching effective pedagogy in the early years*. Department for Education and Skills.
- Skrtic, T. M. (1995). Power/knowledge and pragmatism: A postmodern view of the professions. In T. M. Skrtic (Ed.), *Disability and democracy: Reconstructing (special) education for postmodernity*. Teachers College Press.
- Slee, R. (2011). *The irregular school: Exclusion, schooling, and inclusive education*. Routledge.
- Slee, R. (2018). *Defining the scope of inclusive education*.  
[http://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5977/Defining the scope of inclusive education.pdf?sequence=1&isAllowed=y](http://repositorio.minedu.gob.pe/bitstream/handle/20.500.12799/5977/Defining%20the%20scope%20of%20inclusive%20education.pdf?sequence=1&isAllowed=y)
- Slee, R. (2019). Belonging in an age of exclusion. *International Journal of Inclusive Education*, 23(9), 909–922. <https://doi.org/10.1080/13603116.2019.1602366>
- Smith, J. A., & Osborn, M. (2015). Interpretative phenomenological analysis. In *Qualitative psychology: A practical guide to research methods* (3rd ed.). SAGE.
- Stake, R. E. (1995). *The art of case study research*. SAGE.
- Stake, R. E. (1997). Case study methods in educational research: Seeking sweet water. In R. M. Jaeger (Ed.), *Complementary methods for research in education* (2nd Ed.). American Educational Research Association.
- Stake, R. E. (2006). *Multiple case study analysis*. The Guilford Press.
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. In *Journal of Educational Change* (Vol. 7, Issue 4). <https://doi.org/10.1007/s10833-006-0001-8>
- Stutchbury, K., & Fox, A. (2009). Ethics in educational research: Introducing a methodological tool for effective ethical analysis. *Cambridge Journal of Education*, 39(4), 489–504. <https://doi.org/10.1080/03057640903354396>
- Swann, M., Peacock, A., Hart, S., & Drummond, M. J. (2012). *Creating learning without limits*. Open University Press.
- Tashakkori, A., & Teddlie, C. (2016). *SAGE handbook of mixed methods in social and behavioral research*. SAGE.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77–100.  
<https://doi.org/10.1177/2345678906292430>
- Thanh, P. T. H. (2014). *Implementing cross-culture pedagogies: Cooperative learning at Confucian Heritage Cultures*. Springer.  
<https://doi.org/10.1080/02607476.2015.1053740>
- Thomas, G. (2013). A review of thinking and research about inclusive education policy, with suggestions for a new kind of inclusive thinking. *British Educational Research Journal*, 39(3), 473–490. <https://doi.org/10.1080/01411926.2011.652070>
- Thomas, G. (2016). *How to do your case study*. SAGE.
- Tse, T. K. (2008). Choices for whom? The rhetoric and reality of the Direct Subsidy Scheme in Hong Kong (1988–2006). *Education and Urban Society*, 4(5), 628–652.
- Tsui, A. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge University Press.
- Tsui, A. (2009). Distinctive qualities of expert teachers. *Teachers and Teaching: Theory and Practice*, 15(4), 421–439. <https://doi.org/10.1080/13540600903057179>

- UNESCO. (1994). *The Salamanca statement and framework for action on special needs education*. [http://www.unesco.org/education/pdf/SALAMA\\_E.PDF](http://www.unesco.org/education/pdf/SALAMA_E.PDF)
- UNESCO. (2020). *Towards inclusion in education: Status, trends and challenges*. [https://unesdoc.unesco.org/ark:/48223/pf0000374246?fbclid=IwAR2BDzzOWHH6NQb0KOcxjTqS1aso61z-VI3EPhlGNcfaaGWhsm2ZlqMT\\_XU](https://unesdoc.unesco.org/ark:/48223/pf0000374246?fbclid=IwAR2BDzzOWHH6NQb0KOcxjTqS1aso61z-VI3EPhlGNcfaaGWhsm2ZlqMT_XU)
- United Nations. (2019). *World summary*. Demographic Yearbook - 2018. [https://unstats.un.org/unsd/demographic-social/products/dyb/dyb\\_2018/](https://unstats.un.org/unsd/demographic-social/products/dyb/dyb_2018/)
- University Grants Committee. (2010). *Aspirations for the higher education system in Hong Kong*. <https://www.ugc.edu.hk/eng/ugc/about/publications/report/her2010/her2010.html>
- University Grants Committee. (2015). *Report of the review group on the application for university title by the Hong Kong Institute of Education*. [https://www.ugc.edu.hk/eng/ugc/about/publications/report/hkied\\_AfUT\\_review\\_report/hkied\\_AfUT\\_review\\_report.html](https://www.ugc.edu.hk/eng/ugc/about/publications/report/hkied_AfUT_review_report/hkied_AfUT_review_report.html)
- vanTeijlingen, E. R., &Hundley, V. (2001). The importance of pilot studies. *Social Research UPDATE*, 35. <https://doi.org/10.7748/ns2002.06.16.40.33.c3214>
- Walmsley, J. (2004). Inclusive learning disability research: The (non-disabled) researcher's role. *British Journal of Learning Disabilities*, 32(2), 65–71. <https://doi.org/10.1111/j.1468-3156.2004.00281.x>
- Walmsley, J., &Johnson, K. (2003). *Inclusive research with people with learning disabilities: Past, present and futures*. Jessica Kingsley.
- Walter, M. (2006). *Social science methods: An Australian perspective*. Oxford University Press.
- Warnock, M. (2010). Special educational needs: A new look. In M.Warnock, B.Norwich, L.Terzi, &C.Winch (Eds.), *Special educational needs: A new look* (2nd ed.). Continuum.
- Watkins, A., &Donnelly, V. (2012). Teacher education for inclusion in Europe. In C.Forlin (Ed.), *Future directions for inclusive teacher education: An international perspective*. Routledge.
- Watkins, D. A., &Biggs, J. B. (2001). The paradox of Chinese learner and beyond. In D. A.Watkins &J. B.Biggs (Eds.), *Teaching the Chinese learner: Psychological and pedagogical perspectives*. CERC.
- Wenger, E., McDermott, R., &Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Harvard Business School Press.
- Westhues, A., Ochocka, J., Jacobson, N., Simich, L., Maiter, S., Janzen, R., &Fleras, A. (2008). Developing theory from complexity: Reflections on a collaborative mixed method participatory action research study. *Qualitative Health Research*, 18(5), 701–717. <https://doi.org/10.1177/1049732308316531>
- Westwood, P., &Palmer, C. (1997). Making special schools ordinary: Is this a positive step for students with intellectual disability? *National Conference of the Australian Association for Special Education*.
- Whitburn, B., &Plows, V. (2017). Making sense of everyday practice: By whom, for whom, for what? In V.Plows &B.Whitburn (Eds.), *Inclusive education: Making sense of everyday practice*. Sense Publishers.
- Whitinui, P. (2010). Indigenous-based inclusive pedagogy: The art of Kapa Haka to improve educational outcomes for Māori students in mainstream secondary schools in Aotearoa, New Zealand. *International Journal of Pedagogies and Learning*, 6(1), 3–22. <https://doi.org/10.5172/ijpl.6.1.3>
- Wiggins, G., &McTighe, J. (2005). *Understanding by design*. <https://doi.org/10.4324/9781315205809-9>

- Willcoxson, L., Manning, M. L., Johnston, N., & Gething, K. (2011). Enhancing the research-teaching nexus: Building teaching-based research from research-based teaching. *International Journal of Teaching and Learning in Higher Education*, 23(1), 1–10.
- William, D. (2001). An overview of the relationship between assessment and the curriculum. In D. Scott (Ed.), *Curriculum and assessment: International perspectives on curriculum studies*. Ablex Publishing.
- Wilson, E. (2017). *School-based research: A guide for education students* (3rd ed.). SAGE.
- Winter, G. (2000). A comparative discussion of the notion of “validity” in qualitative and quantitative research. *The Qualitative Report*, 4(3), 1–14. <https://doi.org/Retrieved> from <http://www.nova.edu/ssss/QR/QR4-3/winter.html>
- Wong, D. (2020, June 8). How a Hong Kong protest evolved into an anti-government movement. *South China Morning Post*. <https://multimedia.scmp.com/infographics/news/hong-kong/article/3087706/how-hong-kong-protests-started/index.html>
- Wong, M., & Morton, M. (2017). Parents’ lived experiences of the teachers’ construction of giftedness: Is meritocracy part of the problem? In V. Plows & B. Whitburn (Eds.), *Inclusive education: Making sense of everyday practice*. Sense Publishers.
- Wong, Y. L., & Kwan, P. (2019). School choice and whose choice: The case of Direct Subsidy Scheme schools in Hong Kong. *Journal of School Choice*, 13(3), 335–354. <https://doi.org/10.1080/15582159.2019.1610687>
- Xie, H., Zou, D., Wong, T. L., & Wang, F. L. (2019). A review on the admission policies of Hong Kong universities for non-local students from mainland China. In S. Cheung, J. Jiao, L. Lee, X. Zhang, K. Li, & Z. Zhan (Eds.), *Technology in education: Pedagogical innovations*. Springer. [https://doi.org/10.1007/978-981-13-9895-7\\_20](https://doi.org/10.1007/978-981-13-9895-7_20)
- Xu, L., & Clarke, D. (2013). Meta-rules of discursive practice in mathematics classrooms from Seoul, Shanghai and Tokyo. *ZDM Mathematics Education*, 45(1), 61–72. <https://doi.org/10.1007/s11858-012-0442-x>
- Yin, R. K. (2014). *Case study research: Design and methods*. SAGE.
- Yu, V., Davidson, H., & Kuo, L. (2020, May 24). Hong Kong protests: Police fire tear gas as thousands rally against Beijing’s national security law. *The Guardian*. <https://www.theguardian.com/world/2020/may/24/hong-kong-protests-unauthorised-rally-police-china-laws>
- Yuan, H. (2018). Preparing Teachers for Diversity: A Literature Review and Implications from Community-Based Teacher Education. *Higher Education Studies*, 8(1), 9–17. <https://doi.org/10.5539/hes.v8n1p9>
- Yuen, C. (2018). Chinese immigrant students and cross-boundary students in Hong Kong. In Y. K. Cha, S. H. Ham, & M. Lee (Eds.), *Routledge international handbook of multicultural education research in Asia Pacific*. Routledge.
- Yuen, M., Westwood, P., & Wong, G. (2005). Meeting the needs of students with specific learning difficulties in the mainstream education system: Data from primary school teachers in Hong Kong. *International Journal of Special Education*, 20(1), 67–75.
- Zhou, Y., Wong, Y. L., & Li, W. (2015). Educational choice and marketization in Hong Kong: The case of Direct Subsidy Scheme schools. *Asia Pacific Education Review*, 16(4), 627–636. <https://doi.org/10.1007/s12564-015-9402-9>
- Zhu, J. (2019, October 30). Mainlanders in Hong Kong worry as anti-China sentiment swells. *Reuters*. <https://www.reuters.com/article/us-hongkong-protests-mainlanders/mainlanders-in-hong-kong-worry-as-anti-china-sentiment-swells-idUSKBN1X90Q8>

# **Appendices**



2016

Ms

(By mail and email: )

Dear Ms ,

### **Researching Inclusive Pedagogy in Hong Kong (English Language Education KLA)**

I am a doctoral student at the Faculty of Education, University of Cambridge (<http://www.educ.cam.ac.uk>). As part of my fieldwork, I would like to research with some exemplary teachers in Hong Kong about their inclusive practices in the English Language Education KLA. I made an initial contact with the *Chief Executive's Award for Teaching Excellence Teachers Association* earlier in November 2016, from where I learnt about the outstanding teaching practices of you. Both my supervisors and I strongly believe that your extensive experience in supporting the diversity of learners will be a great asset to understanding and facilitating quality teaching in Hong Kong. We would like to therefore sincerely invite you to join our research team. More details of the project are as follows:

#### **Research questions**

RQ1. What do teachers do in practice to support everyone's learning?

RQ2. What do teachers believe about teaching a diversity of learners?

#### **Researchers**

- 4-6 Recipients of the CEATE
- Eddy Li BA BEd MPhil, University of Cambridge ( )

#### **Supervisors**

- Dr Kristine Black-Hawkins, University of Cambridge ( )
- Dr Eunice Tang, The Chinese University of Hong Kong ( )

#### **Sampling Criteria**

All teachers were recognised by the Chief Executive's Award for Teaching Excellence for their teaching practices in the English Language Education KLA.

#### **Methods of data collection**

For each teacher, evidence of 'inclusive pedagogy' will be collected from:

- three units\* of lesson observation (from 1/2017 to 6/2017); and
- an interview (for approximately 45 minutes)

(\* The duration and content of each unit are at the complete discretion of the teacher)

I would be happy to discuss the above with you further, and would welcome any additional ideas you may have about how the proposition might be pursued further. You can always contact me through email ([REDACTED]), phone, or WhatsApp ([REDACTED]).

Thanks for your consideration. I look forward to your favourable reply.

Yours sincerely,

---

Eddy K. W. Li

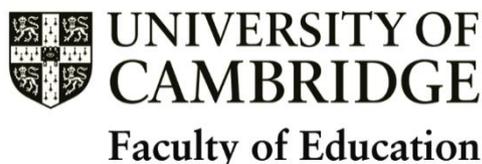
E-mail: [REDACTED]

Phone: [REDACTED]

Website: [REDACTED]

---

Head of Faculty: Professor Geoff Hayward Secretary to the Faculty: Kate Allen  
Faculty of Education, University of Cambridge, 184 Hills Road, Cambridge CB2 8PQ, UK  
Tel: +44 (0) 767600 Fax: +44 (0) 767602 Email: [reception@educ.cam.ac.uk](mailto:reception@educ.cam.ac.uk) [www.educ.cam.ac.uk](http://www.educ.cam.ac.uk)



## **Participant Information**

### **Researching Inclusive Pedagogy in Hong Kong (English Language Education KLA)**

#### **1/ Research aims**

The major goal of this initiative is twofold:

1. To understand through the pedagogical lens of some exemplary teachers their inclusive *doing* and *believing*;
2. To establish thereby a cultural framework that further supports the learning of all students in Hong Kong

#### **2/ Research questions**

- RQ1. What do teachers do in practice to support everyone's learning?
- RQ2. What do teachers believe about teaching a diversity of learners?

#### **3/ Sampling criteria**

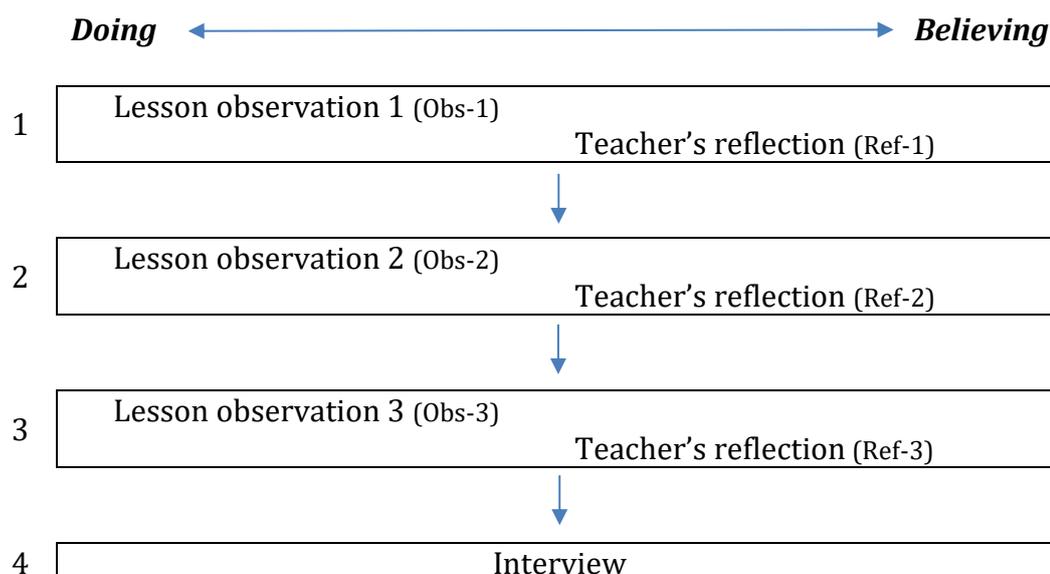
All teacher participants were recognised by the Chief Executive's Award for Teaching Excellence for their teaching practices in the English Language Education KLA.

#### **4/ Methods of data collection**

For each teacher participant, evidence of inclusive pedagogy will be collected from

- lesson observations (during the period from 1/2017 to 6/2017; audio-recorded or video-recorded);
- teacher's reflections (on the lessons observed; to be completed afterwards)
- an interview (for approximately 45 minutes; audio-recorded); and
- documents (e.g. classroom materials, scheme of work, etc.)

## 5/ Suggested data collection procedure



## 6/ Purposes of lesson observations

Observation	Purposes
<i>Observation 1 (Obs<sup>1</sup>)</i>	<ol style="list-style-type: none"> <li>1. set the context for the case study overall;</li> <li>2. record key classroom episodes that support the learning of all students, as informed by literature;</li> <li>3. provide a context to understand the teacher's reflection on their classroom practices (as Ref-1); and</li> <li>4. inform the post-observation interview.</li> </ol>
<i>Observation 2 (Obs<sup>2</sup>)</i>	<ol style="list-style-type: none"> <li>1. record key classroom episodes that may support the learning of all students, as informed by literature;</li> <li>2. consider classroom practices, as identified by the teacher (in Ref-1), that 'support the learning of all students';</li> <li>3. provide a context to understand the teacher's reflections on their classroom practices (as Ref-2);</li> <li>4. inform the post-observation interview.</li> </ol>
<i>Observation 3 (Obs<sup>3</sup>)</i>	<ol style="list-style-type: none"> <li>1. record key classroom episodes that may support the learning of all students, as informed by literature;</li> <li>2. consider classroom practices, as identified by the teacher (in Ref-1 and Ref-2), that 'support the learning of all students';</li> <li>3. provide a context to understand the teacher's reflections on their classroom practices (as Ref-3);</li> <li>4. inform the post-observation interview.</li> </ol>

## **7/ Confidentiality**

All data collected will be kept strictly confidential. Teacher participants and their schools will be protected by using pseudonyms or codes. Identifiable data will not be made available to people beyond the researcher. All data will be stored on password-protected computers accessible only to the researcher, or in the case of hard copies of documents, in locked filing cabinets in the researcher's offices.

## **8/ Participants' rights**

Participation in this study is strictly voluntary, and participants are free to withdraw at any time, for whatever reason. They are free to choose not to answer particular questions, and they may ask that the tape recorder be switched off at any point during the lesson observation and/or interview.

## **9/ Contact details**

Eddy Li (Doctoral researcher)  
Faculty of Education, University of Cambridge  
E-mail: [REDACTED] / Phone: [REDACTED]

Dr Kristine Black-Hawkins (Principal Supervisor)  
Faculty of Education, University of Cambridge  
E-mail: [REDACTED] / Phone: [REDACTED]

Dr Eunice Tang (Fieldwork Supervisor)  
Faculty of Education, The Chinese University of Hong Kong  
E-mail: [REDACTED] / Phone: [REDACTED]

## Participant Consent

Please tick the appropriate boxes below, and sign to confirm that you have understood the information given as a basis for your agreement.

- The research study has been explained to me.
- I have been given the opportunity to ask questions, and my questions have been answered.
- If I have additional questions, I have been told whom to contact.
- I agree to participate in the research study described above.
- I give permission for the researcher to observe my teaching.
- I give permission for the lessons observed to be \* audio-recorded / video-recorded (\* please circle as appropriate), on the understanding that these will be available only to the researcher to assist with the data analysis.
- I give permission for the post-observation interview to be audio-recorded, on the understanding that it will be available only to the researcher to assist with the data analysis.

---

Name

---

Signature

---

Date

## School Consent

Please tick the appropriate boxes below, and sign to confirm that you have understood the information given as a basis for your agreement.

As the Headteacher of \_\_\_\_\_,  
(school's name)

- I grant my permission for the researcher named above to attend my school, and work with the teachers by observing/interviewing them.
  
- I agree, in principle, to the recording of the interviews and lessons observed, on the understanding that these will be available only to the researcher to assist with the data analysis.
  
- I agree that the school will act in *loco parentis* in granting permission for the study to take place. Where appropriate, I agree to inform the parents.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Appendix 3 An email conversation regarding research dissemination*

Subject RE: Researching Inclusive Pedagogy in Hong Kong  
From Eddy K. W. Li <[REDACTED]>  
To [REDACTED] <[REDACTED]>  
Date 2017-02-07 04:32

Dear Moses,

Thank you very much indeed for arranging our meeting this morning.

Each teacher will receive an executive report of the overall findings of their case study. This is to share with them the benefits derived from their participation. Please be assured, however, that no teachers or students will be identifiable, and that the raw data will be handled confidentially and anonymously. I will be more than happy to arrange a meeting afterwards with you, Helen, and Principal [REDACTED], during which we may discuss further the findings, and their implications for Park College. Would there be any additional deliverables that the College may be particularly interested in?

Many thanks and all best wishes,  
Eddy

---

On 2017-02-07 11:17, [REDACTED] wrote:

Dear Eddy,

It was good to meet you just now.

Both Helen and I are wondering if you will share your research findings and/or report with us. We will need that information before we approach the school principal for her consent.

Thanks and regards,  
Moses

---

## *Appendix 4 Observation schedule*

### **A/ Purposes**

This observation focuses on the teacher's classroom practices to -

- set the context for the case study overall;
- record key classroom episodes that support everyone's learning, as informed by literature;
- provide a context to understand the teacher's reflection on their classroom practices (as Ref<sup>1</sup>); and
- inform the post-observation interview.

### **B/ Aide-memoire**

Potential examples of inclusive pedagogy in action
<ol style="list-style-type: none"><li>1. Inclusive pedagogy encourages all students to support one another's learning</li><li>2. Inclusive pedagogy engages all students to participate in their own learning</li><li>3. Inclusive pedagogy helps all students move forward in their learning through scaffolding</li><li>4. Inclusive pedagogy respects everyone in the classroom</li><li>5. Inclusive pedagogy recognises the importance of prior experience and learning to all students</li><li>6. Inclusive pedagogy supports all students in learning, and in particular when they experience difficulties</li><li>7. Inclusive pedagogy uses assessment to advance the learning and achievement of all students</li></ol>

### **C/ Lesson description and overview**

Teacher: \_\_\_\_\_ School: \_\_\_\_\_  
Date: \_\_\_\_\_ Time: \_\_\_\_\_  
Class: \_\_\_\_\_ Class size: \_\_\_\_\_  
Topic(s): \_\_\_\_\_

Classroom setting:

Overview of the lesson:

### **D/ Potential examples of inclusive classroom practices as observed**

#### **E/ Observer's reflection**

- What did the teacher do well to support students' learning?
- Further ideas or concerns

Appendix 5 Post-observation reflection

1/ Thinking about this particular lesson on **(date)**,

- what did you do well to support the learning of all children? Please list all that apply.
- what were you trying to accomplish through these particular classroom practices?

---

*I provided students with reading practice tasks and completed these with them during class time. These practice tasks were there to equip students for the reading assessment that they will be doing next Thursday. When each practice task was completed, not only did we go through possible responses to all sections of the particular task, sample-reading responses were also given to students when the lesson concluded.*

*There was always some degree of balance between teacher and students' contribution. I ensured that students actually contribute in some ways during the lesson, whether this is to have individual students coming up to the board to write something, or me circulating the classroom and joining in their group discussions, or we – both the teacher and students - participating in a class activity together.*

---

2-1 / (Ref<sup>1</sup> only) Thinking metaphorically, teaching this diverse group of learners was...  
Because...

---

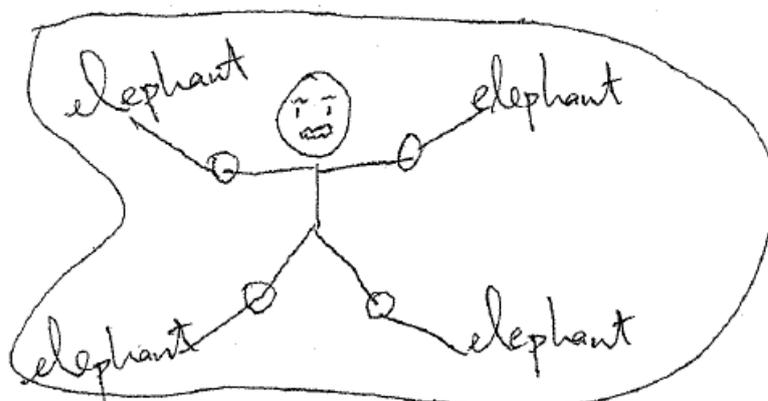
**Thinking metaphorically, teaching this diverse group of learners was like conducting a choir.** Every student's voice has its distinct quality, and I needed to help them develop its potential. Sometimes, the choir sings in unison, and sometimes in parts of duets. The conductor should not aim at selecting the best voices to perform, but allowing everyone to appreciate and collaborate with each other.

**Because** education is not about selection of the best or merely molding students. Students all have different abilities.

---

---

**Thinking metaphorically, teaching this diverse group of learners was like having myself tied up to four elephants.** I was trying to pull them closer, but they just walked away. No matter how hard I tried, I just could not pull them closer. Gradually, I learnt I should wait for them coming to me instead of pulling them.



**Because** students, especially SEN students, need much individual help from me. They are just like black holes absorbing all my energy.

---

2-2 / (Ref<sup>2</sup> only) What were the main challenges you faced when teaching this group of learners? How might these challenges be addressed within the context of your classroom?



*If I would have to point out one most challenging aspect in terms of my teaching, this would be to help this particular group to improving their actual written expression. There is only this much I could teach and do in one semester. I am hoping students would continue to develop and master their English on top of what we have completed in class and on top of whatever feedback and suggestions I have given them on their written work, however, this is something I would not be able to find out once the semester is over. When they have a question for me on the email in written form, I really would make an effort to reply them and give them the best response or feedback I possibly could.*

*Not all students were used to verbalizing their responses to the critical reading practice task in the form of a class discussion. In future, I will consider including small group discussions before eliciting any responses from individual students.*

---

2-3 / (Ref<sup>3</sup> only) How might the learning of all students be further supported within the contexts of your classroom, your school, the local education system, and the Hong Kong community?



*Thinking metaphorically, teaching this diverse group of learners was like... Because... [the teacher's response in Ref<sup>1</sup>/Question 2-1]*

*The challenges of teaching this group of learners are ... [the teacher's response in Ref<sup>2</sup>/Question 2-2]*

---

## Appendix 6 Interview schedule

### Introduction

1. Thank the interviewee for his/her time
2. Ask the interviewee for permission to audio-record the interview, and explain the reason (-> *to transcribe/translate verbatim for data analysis*)
3. Explain the purpose of the interview (-> *to understand further the interviewee's classroom practices that support everyone's learning, as well as his/her beliefs about teaching a diversity of learners*)
4. Assure the interviewee of his/her complete anonymity
5. Highlight the interviewee's right to interrupt/ask for clarification/criticise a line of questioning during the process

### Key questions

6. Collect information about the interviewee's teaching background. For example,
  - c. years of teaching experience (-> *how long have you been teaching in this school? How would you compare teaching in this school with your previous schools, in terms of, for example, teaching load, students' characteristics, and the curriculum?*)
  - d. the CEATE award-winning practice (-> *how would you define teaching excellence in general, and teaching excellence in English Language Education? How can these be facilitated in context?*)
7. Discuss the metaphor that he/she produced in Ref<sup>1</sup>, as well as the challenges identified in Ref<sup>2</sup> and Ref<sup>3</sup> (Prompt-1)
8. Show a summary of the interviewee's reflections (Prompt-2)
9. Discuss if my interpretations of why and how his/her inclusive practices supported everyone's learning in context are appropriate
10. Ask the interviewee to select from Prompt-2 the most important classroom practices that he/she thinks support the learning of all students (flexible number around 3-5)
11. Follow the interview protocol –
  - a. Set the context (Obs<sup>1</sup>/Obs<sup>2</sup>/Obs<sup>3</sup>)
  - b. Focus on a classroom practice the interviewee identified in Q10 above
  - c. Seek explanations as to **what** the practices are, **how** the interviewee had done so, and **why** it may support the learning of all students in context
  - d. Ask for elaboration (if possible, ask in relation to attendant discourse)
  - e. Repeat 11a. to 11d.

### Closure

12. Thank the interviewee for his/her time
13. Ask if there is anything else about teaching a diversity of learners or other relevant issues that he/she would like to talk about
14. Collect relevant documents from the interviewee (e.g. scheme of work, teaching timetable)

Appendix 7 Interview schedule – Prompt-2 (Helen)

	While you wrote...	Was this to...?
1	[Ref <sup>1</sup> ] I always try to expose students to authentic reading / viewing / listening material that is related to our unit of study, which is Sustainability at the moment	widen all learners' exposure to the authentic use of English
2	[Ref <sup>1</sup> ] By including both text and video in the lesson, it is hoped that I can appeal to the reading/writing, visual, and auditory learners in class	design appropriate learning experiences to cater for learners' diversity
3a	[Ref <sup>1</sup> ] Through comprehension worksheets, I aim to help students arrive at their own understanding of the material individually at their own pace first, before going through the material as a class	help all students to move forward in their learning through scaffolding
3b	[Ref <sup>1</sup> ] Through comprehension worksheets, I aim to help students arrive at their own understanding of the material individually <b>at their own pace first</b> , before going through the material as a class	accommodate different rates at which all students learn
3c	[Ref <sup>1</sup> ] Through comprehension worksheets, I aim to help students arrive at their own understanding of the material individually at their own pace first, <b>before going through the material as a class</b>	- support all students when they experience difficulties  - encourage all students to support one another's learning
4	[Ref <sup>1</sup> ] I also have a habit of highlighting vocabulary (in context) that students may have trouble with	support all students when they experience difficulties
5	[Ref <sup>1</sup> ] and will create chances for students to reuse these vocabulary items in subsequent lessons / assignments (e.g. specific topics in students' weekly journals, vocab quizzes where they have to match definitions to words, etc)	recognise the importance of prior experience and learning to all students
6	[Ref <sup>1</sup> ] The poster of participation record on the whiteboard reminds me which students have been less active and requires more direct prompting / encouragement	encourage the participation of all students

	<b>While you wrote...</b>	<b>Was this to...?</b>
7	[Ref <sup>2</sup> ] I kept feedback on students' writing short and precise. They actually exhibited multiple problems in their work, but I only picked 2 to focus on (the meaningless use of "There is / are" and the structure of passive voice) in the hope that they will stick	- use (formative) assessment to advance learning and achievement of all students  - support all students to attain the learning targets with desired learning outcomes
8	[Ref <sup>2</sup> ] I broke the writing task (a script for a self-promotion video) down and only asked for ideas in bullet points as holiday homework. This is to support weaker writers and to help them organize their ideas first before they even attempt to tackle the language required to communicate these ideas	- remove barriers to learning and participation for students who may require additional support  - help all students to move forward in their learning through scaffolding
9	[Ref <sup>2</sup> ] I tried to engage Ss with interesting (though frivolous) content related to the new unit of Career and Further Education	arouse learners' interests in learning and using English
10a	[Ref <sup>2</sup> ] I cut a full article down to 7 parts so each student only had to read a segment – this was done to make the task <b>more manageable for slow readers</b> , but also to create an information gap that gave students a reason to communicate with each other	remove barriers to learning and participation for students who may require additional support
10b	[Ref <sup>2</sup> ] I cut a full article down to 7 parts so each student only had to read a segment – this was done to make the task more manageable for slow readers, but also to create an information gap <b>that gave students a reason to communicate with each other</b>	facilitate meaningful and productive learning experiences for all learners
11	[Ref <sup>2</sup> ] I pre-empted their penchant to copy off each other instead of speaking in these exercises by setting a rule beforehand and by monitoring vigilantly during the activity	- encourage all students to support one another's learning  - prepare all students to better support one another's learning
12	[Ref <sup>2</sup> ] The activity allowed stronger students to support weaker students in a natural way (slowing down, repeating, spelling words out for each other, etc.) in a low pressure environment	provide opportunities for students with more knowledge or skill in an area to tutor those with less

	<b>While you wrote...</b>	<b>Was this to...?</b>
13	[Ref <sup>2</sup> ] and also paved way for the subsequent activity (a discussion in groups of 4 to rank these 7 jobs in order of desirability) by giving everyone the information they needed for the task	help all students to move forward in their learning through scaffolding
14	[Ref <sup>3</sup> ] engage students with interesting material (video and article) about an unusual occupation	arouse learners' interests in learning and using English
15a	[Ref <sup>3</sup> ] allow them to work at their own pace → share ideas with peers → report back to class	accommodate different rates at which all students learn
15b	[Ref <sup>3</sup> ] allow them to work at their own pace → <b>share ideas with peers</b> → report back to class	encourage all students to support one another's learning
15c	[Ref <sup>3</sup> ] allow them to work at their own pace → share ideas with peers → <b>report back to class</b>	support all students when they experience difficulties
16	[Ref <sup>3</sup> ] give them an opportunity and a reason to communicate with each other authentically	facilitate meaningful and productive learning experiences for all learners
17	[Ref <sup>3</sup> ] expose them to language used authentically (as opposed to material developed for textbooks)	widen all learners' exposure to the authentic use of English
18	[Ref <sup>3</sup> ] practice a range of skills within the lesson (reading, listening, speaking)	promote integrative use of language to develop all learners' language competencies
19a	[Ref <sup>3</sup> ] the activities (reading, listening, speaking) vary in level of difficulty <b>so even the weakest students can achieve at least certain objectives and practice using the language</b> , while the stronger ones are more readily able to pick up the new language items that they are exposed to	remove barriers to learning and participation for students who may require additional support
19b	[Ref <sup>3</sup> ] the activities (reading, listening, speaking) vary in level of difficulty so even <b>the weakest students</b> can achieve at least certain objectives and practice using the language, while <b>the stronger ones</b> are more readily able to pick up the new language items that they are exposed to	design appropriate learning experiences to cater for learners' diversity

**Lesson observation 1 (Obs<sup>1</sup>)**

**File: HS\_Obs1\_Transcr**

<b>KEY</b>	
[00:00]	time marker (every one minute)
[...]	a long pause (more than two seconds)
...	a short pause (less than two seconds)
(...)	unclear word/utterance
(release)	guess at unclear word
J [redacted] n	name of a student (anonymised)
<b>T:</b>	the teacher
<b>R:</b>	the researcher
<b>S:</b>	student (if distinction is needed: <b>S1, S2, S3</b> , and so on)
<b>Ss:</b>	students
<b>G:</b>	guest

[00:00]

[01:00]

[02:00]

**T:** Yes...maybe you can sit in the back please... so they're gonna move... some of the students are gonna move to the front... and then more students could come [...] how... how are you? you're busy with all the other observation or... ah ha ha ha

**R:** (...)

**T:** Oh you are welcome... when did you start... the process?

**R:** February

**T:** February... okay... so you have observed the lesson (...) [...] this is form five (class)... yes...

**R:** (...)

**T:** Ar... there are streaming but the lesson that you'll be watching is of the mainstream [...]

**R:** Alright

**T:** Alright girls...come on let's go to the (...) meeting

[03:00]

**S:** (...)

**T:** Thank you... that's quick ha ha [...] (...) twentieth... first... [...] (see you) we're waiting for (T [redacted] y) it's a (...) [...] alright... are (T [redacted] y) and W [redacted] g here... is W [redacted] g here today?

**S:** W [redacted] g is not here today

**T:** W [redacted] g is not here today

[04:00]

**T:** R...h... T...y... have you seen T...y?

**S:** Yea

**T:** So we'll just wait for them a little bit

**S:** (...)

**T:** It's not... it's the microphone... ah ha ha [...] ar... while we're waiting... ar... you might have noticed Mr Li at the back... so he's just here to observe our lesson... you want to greet him first? [...] just... just the casual...

**Ss:** Good morning Mr Li

**T:** Ha ha ha [...] alright! [...] I [...] alright! so... em... before we start today... just a quick reminder... today is day... c... so this Friday will be day f... day a... alright... day a... ar... two things due on Friday... could you tell what they are?

**S:** (...)

**T:** Sorry?... second draft... thank you

[05:00]

**T:** Em... second draft of your article... and also [...] ar... boys... weekly journal for boys... alright good... now... ar... Friday is the deadline... of course if you have it early... I would also welcome that too... so I can stagger my marking... alright? but if you want to make my life difficult then by all means you can hand everything on Friday [...] alright... thank you [...] oh of course... J...e... have you got yours?

**S:** Yes

**T:** Thank you [...] alright... so... last Friday... em... we watched the first twenty minutes of the documentary... do you remember what it told?

**Ss:** No impact man

**T:** Good! no impact man... and... do you remember the... the main character's name? or the main person's name? [...] no idea? [...] his name is Colin... Beavan [...] I think it's how we spell it [...] Colin Beavan and ar what... did he try to do in the documentary?

[06:00]

**S:** (...)

**T:** Sorry?

**S:** (...)

**T:** Okay so... one year... he wants to do a project that will call [...] why is... why is he called himself the no impact man? he wants to...?

**S:** (...)

**T:** No... no carbon footprints... so... do you remember what are some of the things that... the list that he made? on the things that [...] no... no... no transportation [...] ar that... not... bicycle is okay... no transportation that...

**S:** (...)

**T:** Yea I guess

**S:** (...)

**T:** Emit carbons... I guess [...] alright that means no... no... well... no transportation that means no what?

**S:** Buses

[07:00]

**T:** No buses... thank you... no buses... no...

**S:** Taxi

**T:** No vehicles of any kind... no taxi... no cars... no trains... alright? what else? [...] local food only... why is that important?

**S:** (...)

**T:** Exactly... also reduce the carbon footprint of... of his impact to the world... what else do you remember?

**S:** (...)

**T:** No packaging... so what does that mean?

**S:** (...)

**T:** Zero... zero rubbish... so basically he (...) by going to the wet market as he said... alright... so he just buy food from the farmers' market... so that no packaging... what else? zero rubbish... local food only... no transportation

**S:** (...)

**T:** No TV... basically... em... he said he would do it in phases... and we haven't actually got to that part yet... that's okay... we'll get this done... em... so basically no electricity eventually

**S:** (...)

**T:** Yes... so he also has compost... in his home... compost

[08:00]

**T:** Alright... what else?

**S:** No diaper

**T:** No diaper... okay... so zero rubbish... no diaper for his daughter [...] imagine going to the toilet... number two... what do you think he'll do?

**S:** (...)

**T:** Possible... what else? anything else?

**S:** No restaurant

**T:** No restaurant... exactly... because they can't guarantee... where the food comes from... right? so...

**S:** (...)

**T:** No detergent... exactly... em... they don't want to... you know [...] ar [...] don't... poison the water... alright? no (...) and the water waste [...] alright... do you... do you think... he's enjoying his process? we only... twenty minutes of the documentary... do you think he's enjoying his process?

**S:** Yes...

**T:** He's enjoying it? can we say the same about his family?

**Ss:** No (...) but his daughter (...)

**T:** His daughter's fine with it... the little girl... what about his wife?

**S:** (...)

[09:00]

**T:** What... what argument did we see just before we ended the view?

**S:** (...)

**T:** She wanted coffee... what did he say?

**S:** (...)

**T:** No coffee... why?

**S:** (...)

**T:** Exactly... I mean where... where he lives again?

**S:** (...)

**T:** New York City... so he can get stuff like eggs and meat and milk which is fine... but... do they grow coffee? I mean the rule he set himself... I think two hundred and fifty miles... radius around New York right? and so... that his... his wife is addicted to caffeine... so no coffee for her... so I think that's difficult... now... by question... I asked you last week as well... put your hand up if you think you can live like this... for a year, alright? put your hand up if you think you can live like this for one day [...] do you think this is... do you think this is doable in Hong Kong?

**Ss:** (...)

**T:** Okay [...] do you think we can get by with no... carbon emitting transportation in Hong Kong?

[10:00]

**Ss:** Yes (...) maybe (...)

**T:** But what about if you want to go from Kowloon to Hong Kong Island... or the other way round?

**S:** (...)

**T:** Bicycle?

**S:** (...)

**T:** How can you go on bicycle? [...] are there routes? [...] can you get from Hong Kong Island to Kowloon... on the bicycle in Hong Kong?

**Ss:** No...

**T:** Can you walk... from Hong Kong island to...

**S:** (...)

**T:** You can only swim... right? so... basically this is not possible in Hong Kong [...] em... is this possible... local food only? if we really really want to do it... is this possible?

**S:** (...)

**T:** Why's it very hard? what's you have to give up?

**S:** (...)

**T:** You have very limited food... can you go to McDonald's? [...] you can only buy food from [...] the New Territories or... China I guess... I mean... if we say two hundred and fifty miles... southern China may be okay... I don't know...

[11:00]

**T:** Alright! no rubbish... do you think it's possible in Hong Kong?

**S:** No

**T:** Put your hand up if you think yes

**S:** (...)

**T:** Put you hand up if you think... we can live with no rubbish for a year in Hong Kong... put you hand up [...] put your...

**S:** I think it's...

**T:** I am not asking... I'm not asking about whether it's pleasant or not... obviously it's not gonna be pleasant... I am asking about do you think it's doable... this is not doable in Hong Kong unless you live... on Kowloon and then you... you... you work in Kowloon... that's gonna work... but if you live on the Island and you work in Kowloon... and this doesn't work... em... for... for... for rubbish... is it doable? [...] maybe ... put your hand up if you think it's doable [...] no... one year [...] ben is the only one who think... put your hand up if you think it's true [...] put your hand up if you think it's completely impossible [...] okay? so... em... no electricity... is it possible?

**S:** (...)

**T:** There will be (...) just why?

[12:00]

**S:** (...)

**T:** You can walk upstairs

**Ss:** (...)

**T:** You need... okay... you need to charge your phone... so... do you have... to have phone though?

**Ss:** Yea... ah ha ha ha

**T:** Really? [...] alright... no... no toxins in water?

**S:** (...)

**T:** Put your hand up if you wash dishes anyway [...] ah ha ha... a few of you... alright! em... now... what we're going to look at today... is a woman who... has decided to do this in Hong Kong [...] do you think it's possible? [...] alright! now I've got an article... I've got an article for you and I've also got a video for you but... I'll show you the questions first... I will show you the questions first and I will show you the video... and then I'll get you to read the article.... so [...] so use your time...

**Ss:** (...)

**T:** Already... wa... ha ha... alright

[13:00]

**T:** Alright guys... before I show you the video... I'll look at the questions first [...] who has answered questions today?

**Ss:** (...)

**T:** Yea... then [...] A [redacted]n [...] what did you say [redacted]e?

**S:** I said no packaging

**T:** No packaging... alright [...] what did you say? do you know?

**S:** (...)

**T:** How to deal with the?

**S:** (...)

[14:00]

**T:** Number two... alright... okay... ah ha ha... number two... alright

**S:** (...)

**T:** Ar... are there any em... vocab you don't understand? based on the question sheet [...] what does entail means? ... question one... what's zero waste shopping entail? what does it mean? [...] anyone? [...] can you think of another word to replace it? [...] okay, what does zero shopping... zero waste shopping mean? I guess that word... any other word you can replace it with?

**S:** (...)

**T:** (Sale)? I think you're mixing it up with retail [...] ah ha... entail [...] I guess you can (...) em... any other ideas? [...] no? [...] try to look it up tonight... look it up tonight and tell me tomorrow

[15:00]

**T:** I'll include this in the vocab quiz [...] ha ha ha... alright! ar... shopping habit... plastic container... okay (...) anything else? alright... em... good! guys... most... most of the answers will... come from an article... but before I show you the article... I want to show you the video... and that will also contain some answers for the questions... so watch... [...] why's it not working? [...] well... okay... alright... for some reasons... that might not get working... oh... there we go... alright... ar...

[16:00]

Video clip (16:04-18:35)

[17:00]

Video clip (16:04-18:35)

[18:00]

Video clip (16:04-18:35)

**T:** Alright... so that's the video... and I'll show you one more time at the end of this reading and... try to answer the question now... em... with information from this article

[19:00]

**T:** Well... I will give you guys ten minutes for this task

[20:00]

[21:00]

[22:00]

[23:00]

[24:00]

[25:00]

**S:** (...)

**T:** So just come back to (...)  
**S:** (...)  
**T:** So... what's she doing to (...)  
**S:** (...)  
**T:** So what does this... what does it mean?  
**S:** (...)  
**T:** What does it mean?  
**S:** (...)  
**T:** What's the (...) not rubbish... everybody... yea... they recycle stuff [...] so... that's a rumor... so what did she do?

[26:00]

**S:** (...)  
**T:** Woo... she's trying that as well... but [...] I guess I would probably use a one of this (combat)... what's she doing about this rule? so she (hears) that okay... things that recycle that might not be recycled... things... that you recycle might end up in the landfill... so what's she doing about it?  
**S:** (...)  
**T:** Okay... you may answer this as well  
**T:** Oh maybe skip this one first and go to the next one

[27:00]

**S:** (...)  
**T:** Yes  
**S:** (...)  
**T:** Yes... yes... she... she is an (...) do you know what that is? next to...  
**S:** (...)  
**T:** Yes [...] have you spoken to her yet?  
**S:** (...)  
**T:** Okay... (...) stay here... she's supposed to teach the lesson here... in 602... so you stay here just a bit longer... when she comes and you explain to her your situation [...] have you got a parents' letter?  
**S:** No... but I have (...)  
**T:** The (doctor's) (...) ... okay  
**S:** (...)  
**T:** Yea... but just show her and tell her Ms Shum (...)  
**S:** (...)  
**T:** Alright guys... just two more minutes... I've seen that most of you have almost completed... the exercise

[28:00]

**T:** Alright I'll play the video one more time and then I'll give you about two more minutes to tidy everything up and we'll go through the answers [...] alright? so... ar... do pay attention because some of the question like question number seven from the video... alright?

[29:00]

Video clip (29:06-31:40)

[30:00]

Video clip (29:06-31:40)

[31:00]

Video clip (29:06-31:40)

**T:** Alright! so... two more minutes to tidy up your answer and we'll go through... em... together

**S:** (...)

**T:** Sorry?

**S:** (...)

**T:** Yes

**S:** (...)

[32:00]

**T:** Ah ha ha

**S:** (...) Ah ha ha ha

**T:** No... she calls it (prup)

**S:** (Prup)?

**T:** (Prup)... the (prup)

**S:** (P,R,U,P?)

**T:** Really? [...] really? do you know what (coffee-ground) is? can you eat (coffee-ground)?  
Ah ha ha ha [...] really? [...] I mean you got the idea... but I mean the purpose is not quite... right... it's not food that she's making

**S:** (...)

**T:** Ah ha... make stuff

[33:00]

**T:** English!

**S:** (...)

**T:** Sorry?... and?... has she got interesting ideas?

**S:** (...)

**T:** Zero waste challenge... right? I don't have (...) sorry I can't check it out

**S:** Exactly zero waste?

**T:** How do you know?

**S:** (...)

**T:** Yes... I saw the carton... but the thing is... I think those carton... you can recycle... as they're made by cardboards... so you can put...

**S:** (...)

**T:** Well... that's why she said she... does...

**S:** (...)

**T:** Yea...

**S:** (...)

T: Alright! [...] em... make sure you got your name on it... and you guys pass it to F█ a please

S: (...)

T: Because (...) you pass it to F█ a... and then you can get it to me... ah ha ha ha... thank you

[34:00]

S: Eh...

T: Eh... hey hey [...] thank you... alright guys [...] thank you... alright guys [...] thank you... pass it to C█ a please [...] thank you... alright... pass it the M█ w please [...] thank you... alright... there you go [...] alright! let's go through the answers [...] so!... number one [...] did you see anything interesting in her Instagram?

S: (...)

[35:00]

T: What?

S: (...)

T: How does she deal with menstruation

S: yea

T: So how does she deal with menstruation?

S: (...)

T: Sorry?

S: (...)

T: It's a cup... that can be reused [...] I know what that mean M█ w... comfortable... alright... I guess it might be easier for guys to do this than girls then... alright! ha ha

S: ha ha

T: But good on her for trying... alright! number one... what does zero waste shopping entail... did anybody figure out what entail means by the way?

S: (...)

T: Sorry? [...] (emprise)... include... getting closer

S: (...)

T: Thank you... it means involved [...] alright... are you checking out on your phone?

S: No

T: Okay... but basically that's what it means... involve... what does zero waste shopping involve? [...] anyone? [...] let's see who hasn't spoken today yet

[36:00]

T: Ar... M█ w... any ideas?

S: (...)

T: Good... what about... what about not package? ... can you be a little bit more specific? what... what's not package?

S: Er...

T: Anyone? ... can anyone help M█ w?

S: (...)

**T:** Thank you... buying things that are not packaged... alright... so only buying things that are not packaged... or... if they're packaged... then they have to make sure the package... is...

**Ss:** (...)

**T:** Thank you... that's an adjective so how do you say it?

**Ss:** (...)

**T:** Yes... re... recyclable... yea... recyclable [...] so it's either not packaged... or if it's packaged... then make sure it's recyclable [...] so...

**S:** (...)

**T:** So... that's one thing

[37:00]

**T:** Alright, one mark guys... check it... any questions? [...] nope alright... moving on [...] em... now I only ask for five examples of her shopping habits... there are actually more than five... em... let me just go through the list first and you can check with me for things that I have missed... alright? [...] so... number one... she carries her only reusable bags? ... alright ar... number two... she said no to plastic bags? ... number three... she uses all types of... em... goods that come with plastic? em... number four... she buys (loose) food from wet market? em... market and the she... em... the next one... number five... she picks food with the labels and stickers... so for her... if she picks a food with a sticker... that means she is actually creating waste... so she's only picking the food without the stickers... em... also... she visits local shops... alright... she tries to visit local shops... and... the kind of questions that she asked... she asked the shop assistant... what was the question she asked about the eggs?

**S:** (...)

**T:** That means local... why... why's it important again?

**S:** (...)

[38:00]

**T:** Thank you... less transportation means what?

**S:** (...)

**T:** Yes... less pollution... so the carbon footprint of that item is smaller as well... em... she also asked the question... apart from whether these eggs are local... she also asked whether these eggs are...?

**S:** (...)

**T:** No... not free of charge

**Ss:** Ha ha ha

**T:** You saw... you saw the word free... which is great... em...

**S:** (...)

**T:** Thank you... free range... what does it mean? free range

**S:** (...)

**T:** Exactly... we... we... some of you... saw the documentary... those of you who don't... you know... of somewhere... and we... I showed you how... animals are feed by people, right? em... basically... free range animals are animals that can roam around... so they actually have lots of space to walk around... of course they can't escape... but they're

not in a small cage... so... em... so chicken... when you go buy eggs and chicken and you see the work free range it means they're not... them... you know... confine in a very small space [...] alright... so... why does she do this? does this actually help the environment... this part?

[39:00]

**T:** Yes... it's... it's just a bit more humane... it doesn't actually... do help the environment that much... alright... and basically she doesn't buy anything that she can make for herself and she does make a lot of things for herself... what kinds of thing did you see?

**S:** (...)

**T:** Sorry?

**S:** (...)

**T:** Face scrub... what else?

**S:** (...)

**T:** Toothpaste... what does she use for toothpaste?

**S:** (...)

**T:** Coconut oil and baking soda... would you like to brush your teeth with that?

**S:** No...

**T:** But at least she's not... you know... creating waste [...] have I missed anything? did anybody put in... em... any other options?

**S:** (...)

**T:** Sorry?

**S:** (...)

**T:** Yea... reusable water bottle... good... so... em... it's not actually her shopping habit but I guess she doesn't buy water... she only carries water bottle and then she gets refill... so she doesn't buy water... I guess... that's part of it

**S:** (...)

**T:** Tea... basically she... only uses the reusable shopping bags... did you notice... I mean... it's not actually... stated in the text or wasn't actually said... you know... in words

[40:00]

**T:** But when you saw... when you laid out her shopping... did you see what she was using to hold her different items?

**S:** (...)

**T:** Does she buy take away food... sometimes? [...] did you ... did you see? [...] do you think she cook everything herself? [...] no... she does buy take away food... what does she bring to buy take away food?

**S:** (...)

**T:** She... she uses cook bag for bread

**Ss:** (...)

**T:** And then... she also has metal container... I think... I saw an egg tart there... and then it came into the metal container... obviously she went to the bakery... and just said... you know... can you just put it in here? [...] so... she is buying stuff... I guess she can go and but take away food as well but she would probably go and give them the container to

let them put inside... so... she is not... er... creating her waste... alright! em... why are plastic container (...)?

Ss: (...)

[41:00]

T: No... it doesn't mention the shopping part... alright guys... er... (T [redacted] y) has question for number one... em... similar to paper one... if the question asks... what does zero waste shopping entail... your answer has to be related to shopping [...] em... some students just wrote... it's basically mean not creating waste... it's not quite... zero waste shopping [...] alright? so you have to say it's to buy things without creating... any wastes... alright? so please make sure you answer the question when you... em... you know... that type of question... alright number three... why are plastic containers preferable to businessman? [...] basically cheap and...?

S: (...)

T: Lightweight... alright good... er... number four... em... where the recycle rubbish supposedly end up in Hong Kong?

S: (...)

T: Landfill... actually in school I think it's a rumor as well that the genesis... you know... mix up all the recycle... recycle though as well

S: (...)

T: Supposedly... supposedly... it's... em... supposedly doesn't mean suppose to

[42:00]

T: Supposedly basically means it's somebody or people imagine they go... or people say... you know... say they go... alright... supposedly... so... ar (...) and I guess I... I probably been chosen a very good word there... instead of saying how does Hanna Chung combat this rumor... I should have said how...how does Han... Hanna Chung... you know... deal with this rumor... cause she's not actually combatting the rumor... which means she's fighting it... it's just mean she's dealing with it... how... how does she deal with this rumor?

Ss: (...)

T: Exactly... she does research... what does she research about?

S: (...)

T: Exactly... where the recyclable wastes go... so... she probably finds... [...] in Hong Kong where can you recycle wastes?

S: (...)

T: There are recycle bins... you know... from the government there are also recycle bins in the buildings so... depending on which... recycle point she boosts her... her recyclables to [...] I guess she can do research based on that... or maybe she can ask question... you know... (...)

[43:00]

T: Em...

S: (...)

**T:** She can... sell the paper... like those seniors... you know... old ladies... in the street... right? okay... okay... alright! give an... give an example of an inconvenience to zero waste living... anyone?

**S:** (...)

**T:** Sorry?

**S:** (...)

**T:** Does she (not taking) bath?

**Ss:** (...)

**T:** Yes... what does it mean though? [...] what's she washing? [...] oh yea... so basically it takes longer for her to have a shower... actually washing up liquid... it's not really for...

**Ss:** (...)

**T:** Exactly...it's for... washing up liquid... it's for... it's like a detergent... so it's for washing dishes... so... it takes... I think usually it takes me about ten... to fifteen minutes to wash... I mean I wash the dishes at home... I don't know what about you guys but... em... two... two to three times longer will be about half an hour to... to forty minutes... alright... so that's inconvenient

[44:00]

**T:** Yes?

**S:** (...)

**T:** It takes more time to do what though?

**S:** (...)

**T:** Okay... so... you need to be more specific guys... when you... you know... tackle this kind of question... alright! number seven... give an example of Hanna use of wastes [...] so from the video we saw that she turns...

**S:** (...)

**T:** Sorry?

**S:** (...)

**T:** Left over from what?

**S:** (...)

**T:** So she made her almond (lotion)... so she basically blends almond with water and then she er... put it through a (seed)... and then all the piles that left... usually get thrown away... but what does she do with it?

**S:** (...)

**T:** She adds... coffee ground and mix it up with the... er... some other ingredients... and then she... she uses it as a face scrub... so basically... she's reusing her wastes... alright so you know... and... and... that means she doesn't have to buy face scrub... which comes in what?... face scrub... they come in?

**S:** (...)

**T:** Plastic... bottle container... alright so... good... alright and finally... why is she still taking taxi and (fine)?

[45:00]

**S:** (...)

T: Did you hear that? [...] so she's not trying to be zero environment impact like... Colin Beavan... she's simply trying to be zero... waste... alright good so... can you add up all the marks... okay... should be out of thirteen [...] thirteen... and em... when I read up the student names can you tell me what mark... they have received

S: (...)

T: Out of thirteen.

S: (...)

T: Face wash... face scrub...

S: (...)

T: Then no... then no...

S: (...)

T: (...) Learn any words [...] alright M... w F... g

S: Nine

T: Nine... okay... ar... W... n?

[46:00]

S: Thirteen

T: Thirteen... full mark... well done... L... o?

S: (...)

T: Eight... alright... S... y?

S: (...)

T: Alright... R... l?

S: Eleven

T: Eleven... J... o?

S: Nine

Ss: Ha ha

T: Ha ha... alright okay... are you slake? ah ha... J... e?

S: Nine

T: Nine okay... F... a?

S: Nine

T: Okay... S... a?

S: Eleven

T: Eleven... B... n?

S: Twelve

T: Twelve... M... w T... i?

S: Twelve

T: Twelve ar... A... n?

S: Twelve

T: Twelve... C... a?

S: Eleven

T: Eleven K... n?

S: Eleven

T: Eleven... N... l?

S: (...)

T: Six okay J... k?

S: (...)

T: Thirteen... well done ar... A [redacted] a [...] who has A [redacted] a's?

S: Ten

T: Ten okay... er... T [redacted] y?

S: Nine.

T: Nine and... W [redacted] g?

S: (...)

T: Sorry?

S: (...)

T: Ten alright... can you please return the worksheets to the owners

[47:00]

Ss: (...)

T: That's a terrible throw [...] I hope you are not thinking of applying an engineering degree or... something that build [...] alright okay... em... let's just go through ar... a few of the vocab... ar... on the first page let's look at the article together... on the first page there're only two words I want to highlight... em... in the second paragraph [...] em... forth line... (send-a-frame)... what does it mean? [...] wwhat is (send-a-frame)? [...] second paragraph forth line [...] waxy... [...] what is the purpose of (send-a-frame)?

S: (...)

T: To keep what fresh?

S: Fruit

T: To keep fruit or...?

S: (...)

[48:00]

T: Vegetables... it's a waxy substance... I don't even know what it made of [...] can you call it a plastic? it's like a stretchable... stretchable clear wrap... and usually people wrap it around fruit and keep it fresh... so you used it for leftovers... you use it for... I mean in supermarket... when you buy packaged fruit... it sometimes wrapped in some of this... when you buy meat in supermarket you have a (paraffin) tray... you have the meat on top and then you have... (send-a-frame) wrap over it... alright? [...] alright... em... now this is interesting... third paragraph... third paragraph third line... second word... can somebody pronounce that word for me please?

S: (...)

T: Good! produce... what part of speech is this?

S: Noun

T: Noun... if... if this were verb... how would I pronounce this?

S: Produce

T: Good what... what does it mean... as a noun?

S: (...)

T: So you know what it means as a verb... what does produce mean as a noun?

[49:00]

T: Produce...

S: (...)

T: Third paragraph... third line... second word

S: (...)

T: Products? really?... so... basically things that... you know... factories make... can I call of produce?

S: (...)

T: No? sorry?

S: (...)

T: Good so... again... things that come out of a factory... can I call a produce?

S: (...)

T: Can I? [...] what's the different between produce and products?

S: (...)

T: Sorry?

S: (...)

T: Produce and products... any ideas? produce...

S: (...)

T: Nope...

S: (...)

T: Ar... okay... produce are basically eatable... produce are basically eatable... what does it mean? what does eatable mean?

[50:00]

S: (...)

T: Exactly... can be eaten so produce... can I... can I have some examples for produce please?

S: (...)

T: Apples... good

S: (...)

T: (Sausages)... that's not produce... no... [...] I think produces are something that's more natural and it's more natural states... and I guess meat... meat and vegetables are produce right? okay [...] alright... ar... over the page... over the page... ar... there are more... ar... words I want to focus on [...] em... second line...second line... durable... what does it mean? durable

S: (...)

T: You can use for a long time... thank you ... somethings that last for... a long time... alright! third paragraph... second line... overhaul... something that do not involve a full life style overhaul... what does overhaul mean?

S: (...)

T: Em... nope

S: (...)

T: Ar... third paragraph... over the page... third paragraph... em... second line... first word... overhaul

[51:00]

**T:** Okay... a full life style overhaul... first of all, what part of speech is this word do you think? [...] is it an adjective?

**S:** Noun

**T:** Yes that's a noun [...] it's a noun ha ha

**Ss:** Ha ha

**T:** Yes I have given it to you... what does it mean though? what does it mean though? [...] a full lifestyle overhaul

**S:** (...)

**T:** Any ideas?

**S:** (...)

**T:** Changes... yes... basically drastic changes... overhaul means big changes [...] alright... I want to go through a few more vocab as well... but I'll probably do that with you... er... tomorrow when to library? so... I would do this in the next lesson after the library... I'll see you guys in the library tomorrow [...] alright guys please say goodbye to Mr Li

**Ss:** Goodbye and thank you Mr Li

[52:00]

**T:** Alright... thanks guys... I'll see you guys tomorrow [...] boys remember you journals due this Friday

**S:** (...)

**T:** What's your first suggestion?

**S:** (...)

**T:** I can't remember what you said... what was your first suggestion?

**S:** (...)

**T:** Yea... I think... try to do something more direct... cause this is not really... I mean if you really want to do something like that you... talk it more like a proposal would work better than...

## Lesson observation 2 (Obs<sup>2</sup>)

**File: HS\_Obs2\_Transcr**

---

KEY	
[00:00]	time marker (every one minute)
[...]	a long pause (more than two seconds)
...	a short pause (less than two seconds)
(...)	unclear word/utterance
(release)	guess at unclear word
J [redacted]	name of a student (anonymised)
<b>T:</b>	the teacher
<b>R:</b>	the researcher
<b>S:</b>	student (if distinction is needed: <b>S1</b> , <b>S2</b> , <b>S3</b> , and so on)
<b>Ss:</b>	students
<b>G:</b>	guest

[00:00]

**T:** Go go go go go [...] go go go go go [...] ar M [redacted] w... you are absent on Monday... can you go to our Google drive? go into the arr (career and further education) folder... look at this... alright? I basically spoke about this to the class on Monday (...) alright (let's focus) class... please (go to the) lessons please [...]

[01:00]

**Ss:** (...)

**T:** No... what happened?

**S:** (...)

**T:** And?

**S:** (...)

**T:** Yes

**S:** (...)

**T:** And... so what's the what's the...

**S:** (...)

**T:** Right

[02:00]

**T:** Alright guys shall we get ready? we're missing... is B [redacted] here? we're missing [...] I... we're missing J [redacted] e... we're missing (A [redacted] a) ... we're missing R [redacted] o [...] J [redacted] k you close the back door for me please... thank you! alright (doesn't ...) in front of you I... come on come on come on... hi J [redacted]!

**S:** Hi

**T:** Alright... alright guys I'm... sorry what you last name again Eddy?

**R:** Li

[03:00]

**T:** Mr Li is with us again... please welcome him ha ha [...]

**Ss:** Good afternoon Mr Li

**T:** Alright so [...] before we start today's lesson I just wanna say a few things... I wanna give you back your em... third draft (I've just) finished marking it... but before I do... I would like to point out again em again I see a lot of this kind of sentences... can anybody tell me what's wrong with this?

**Ss:** (...)

**T:** Sorry? you cannot see... you can... come out and have a look if you want to

**S:** Energy cannot be created haha... or destroyed

**T:** Sorry? what's energy? there are... this is this is just one example... I mean a lot of you

[04:00]

**T:** Have this kind of sentences... there are two full baskets of food waste created every day... yeah every day

**Ss:** (...)

**T:** So I mean I want to mention two two I've I've mentioned this before when I gave you back the second draft... em... what is the subject of this sentence?

**Ss:** (...)

**T:** Okay this should be the subject... I agree... two full baskets of food waste alright? so what should the verb be? [...] so what's what's really unnecessary? yet a lot of you I don't know why you often start your sentence with there are there is... think about what you're trying to say alright? a lot of times I don't know it was because of the way you think in Chinese... is that really necessary alright? so you don't really need this... this is a subject... two full basket of food waste

[05:00]

**T:** Food... and the verb is? [...] is this ok? are created [...] I'll I'll write are created first... okay? em... is... what is it? why? waste is [...] ok? two baskets of food waste [...] put your hand up if you think it... this subject is countable [...] put your hand up if it is uncountable... okay what is this? (...) a bottle of water... alright?

[06:00]

**T:** What's this? two bottles of water... is it plural or single? is it countable? [...] plural or singular? so [...] what do we call this? voice... passive voice um again... I mean some of you are trying to use it which is great... but er and understand how to use it... alright? but in terms of structure... there are some minor problems... what is rule one when it comes to passive voice? there are two parts... what are the two parts? [...] sorry? [...] what are the two parts? [...] if you can remember this rule... then you won't make a mistake here... right? so basically... the verb to be...

[07:00]

**T:** Past participles alright? (PP) alright so please I I I I I mean I marked a lot of students... they tried to use a passive voice... but they messed up this part... alright? they they used something other than past participle... um for this part... how can you ensure that you are

using the right form of to be? you need to look at the... subject... you need to ask yourself whether it's singular or plural... you need to ask yourself... what tense should be it... are you trying to talk about something that happened in the past and that is no longer ongoing? are you talking about factual you know... something factual you know it's truth? or you're talking about something that will happen in the future? so these are the things you need to consider to improve your accuracy in writing alright? so um... when I call your name... can you please come out? I'll give you back your writing folder and I'll also give you back your three drafts... alright? so spend a few minutes to look at my comments

[08:00]

**T:** And your mark... if you want to... for the third draft... and can you please file everything? I'll collect it in a few minutes' time as well... so M...w can you please come out?... M...w F...g... W...n... this is according to class number... so please come out when you're about (...) L...o... you did not give me one of the drafts... so I'm missing one of your drafts... just put it back in please ah S...y... some of you didn't give me your second draft when you gave me your third draft... so I may have (two of) two drafts... oh by the way... the time writing when I gave you back to you... I ask you to keep it somewhere safe... so next time I give your back your writing folder... I want you to put it back in alright? put your hand up if you have your (timed) writing ready... if you have it... can you put it in... if you don't have it... next time when you get the folder back... put it in alright? er next is R...o... you only have two drafts

[09:00]

**T:** Can you put your second draft in if you have it? J...o [...] it's in your... it' on your... at home... well next time then... with your timed writing... er F...a... er F...a only have one (...) oh sorry... okay because J...e (... this first...) that's why... alright J...e... I only have two drafts of you... F...a you have two drafts... er so F...a [...] B...n [...] er J...d... J...d... your second third and third draft are very very similar... a lot of mistakes

[10:00]

**T:** Are highlighted in the second draft (for some address at all)... alright? M...w er M...w T...i got the highest em in marks this time alright? [...] (A...n)... I only have two drafts... okay (F...r) [...] (very good) K...n [...] (very good) L...l [...] J...k [...] er (E...a) [...] and (L...y) [...]

[11:00]

**T:** And W...g... alright please take a look at my comments... take note of you mark [...] alright and then file everything in your writing folder I'll collect it soon [...] alright second thing I wanna talk about before we start today's lesson... on Monday... can somebody please tell M...w what we talked about on Monday? M...w F...g was not here... can somebody tell him? [...]

**S:** (... Personal statement)

**T:** Are you telling me or are you telling him?... is it a personal statement?

[12:00]

**T:** Thank you W... yes that's a video CV thank you R... it's a video CV... so basically for the speaking assessment for this unit... career and future education you have to create your own video CV... and because there is actually a competition... that's why I want all of you guys to join the competition... and submit that to me as well... as a as a comp competition for your assessment... so what are the four possible jobs that you can apply for? sorry?

**Ss:** (...)

**T:** Pet food taster (island) keeper secret shopper game tester alright? so M...w basically you have to pick one of the four jobs em all the all the details are actually here in the google drive folder... so you can have a look and basically you will need to create a video CV alright? M...w and on Monday in class I showed a few videos to the class alright?

[13:00]

**T:** So the first one is the basically some text given by a headhunter on how to create a successful video CV... and then I have shown five examples of I think are interesting video CV that I can find online... so this is for your reference so please watch them when you get home I also this is on on in the folder for your reference when you guys start working on it... so tomorrow... it's a library lesson so we won't be meeting here we will be meeting in library... so I just wanna give you your Easter holiday homework now... alright?

**Ss:** (...)

**T:** It's not not today... but em... your Easter holiday homework (...) should I give you guys a lot of work or should I let the other subjects give you a lot of work and I'll decide not to give you too much... em when when is the first thing due for this video CV assignment? the end of this month... you need to give me your script... so before you write your script... actually I would like to just have some ideas... so your holiday homework I just really want you to think about

[14:00]

**T:** Em number one... alright which job? you have four choices... island keeper... pet food taster... game tester... and misery shopper alright? so you need to read the descriptors think about which job you want to apply for for your assignment... alright? that's part one part two! [...] before you write your script I just want you to come up with some ideas alright? bullet points will be enough alright? so basically pick a job and then think of ten reasons alright? in bullet points why you will be good for the job alright? On a piece of paper you can type it up you can just... you know... just jot it down with a piece of paper... put your name on it... and then again give it to me

[15:00]

**T:** First day we come back which should be the 18<sup>th</sup>... I think... is it the 18<sup>th</sup>? we come back in the 18<sup>th</sup> of April? yes so that's your only Easter holidays homework alright? read the description there are only four and they are quite short alright? pick one job that you are interested in applying for... and then think of ten reasons alright? why you will be good for the job... and I expect you to hand this on to me on the first day after Easter holidays...

does anybody have any questions? be creative I guess it's okay to be a bit humorous... it's not a real job (anyway it's a competition) and besides... one part of the award is the most popular choice... I guess if you can somehow make your video funny or interesting... you might actually win something from it as well... alright? but just you don't have to start writing the script yet... but just give me ten points... think think really hard what makes you... you know... employable for that job okay? alright any questions about what you have to do? K■n can you take picture

[16:00]

**T:** And put it in the class? (...) thank you. (...) alright so for today's lesson... we are going to look at (...) alright we're going to look at this (...) what are these people doing here?

**S:** Rock climbing

**T:** Are they rock climbing... really? are they rock climbers? (...) Jacky Chan-ing... can Jacky Chan be a verb? they are Jacky Chan-ing... they are Jacky Chan... if they are Jacky Chan-ing... they wouldn't be wearing all these safety belts right? and they won't be wearing a helmet so what are what would you call these people... what's their occupation?

**S:** (Bob the builder)

**T:** (Bob the builder)

**Ss:** (...)

**T:** I I heard something

[17:00]

**T:** Con... struction... workers... now em construction workers... actually before the MTR was open I think we got to meet a lot of construction workers after school because there's a couple of construction sites around the school... I guess it's it's a fairly novel occupation... would you call it the best job in the world? no actually... by the way... this is very famous in Hong Kong and I guess it's (assume) in Hong Kong you need to at least know what this is called if you want to tell somebody about this feature in Hong Kong... good what it's called?

**S:** (...)

**T:** Scaffolding... so basically these are bamboos... er scaffolding (...) okay so put your hand up if you think construction worker is probably one of the worst job in the world... no... so can anybody tell me what do you think the worst job of the world is? because today

[18:00]

**T:** In today's lesson we're gonna look at... we are going to look at some of the worst jobs in the world... yes can you tell me R■o?

**S:** (People have to get into the ass of elephants and help them...)

**T:** So it's kind of like zoo keepers or people who work in animal husbandry...

**S:** (No... just that part... like his occupation is do it...)

**T:** His single job is to stick his hands into...

**S:** (No...whole body)

**T:** Stick his whole body into into the anus of an elephant

**S:** (Like a... they have wear clothes for special...)

**T:** For... what is the propose of it? just to...

**S:** (Help the elephant...)

**T:** Okay I guess these these people working in animal husbandry... I think I remembered I told you before right? I used to work in advertising and we had a campaign... we want to look at somebody's achievement in Hong Kong... and one of the achievements in Hong Kong after

[19:00]

**T:** We have done some research of that... Hong Kong is the first place of the world to have successful cases of artificial insemination for dolphins... and then so I set up a meeting for the (creation department and staff of the Ocean park can know this) marine biologists are telling us... and we ask him what is the hardest part of the job... and he was like well it's to gain the trust of the dolphins enough... so that they will let you masturbate the dolphin to collect the sperm... it's all... I ask myself... I mean... why would you go to like (...) university for five years to study marine biology and this is what you do... um I mean is that is that the worst of the world though... the marine biologist? can anybody think of anything else?

**S:** (...)

**T:** Battle... okay so frontline journalist... that's war journalist? do you think that's a bad job? no alright? um [...] okay now there are probably worst job out there... but basically I found an article... I found an article basically it's just called the

[20:00]

**T:** Seven worst job in the world... and ba... I have cut them into seven segments... and later on you'll randomly pick one... pick one only but you know I've done this type of task before... and then here I got a worksheet where there are... you know... seven lines that you have to fill in too... can anybody tell me or can anybody guess what you have to do? you only have one of the seven jobs... but you have a worksheet you have to collect all seven... sorry? you have to speak loud... now we have done this many time... and I notice every time we do this... a lot of you guys will start by talking and then you just sit down and start doing this... and then there is no talking alright? so this is this is the rule... I noticed a lot of you have spoken today... I haven't mark the thing... I'm just going to be marking during this activity today alright? so please do not copy... I would like you to walk up to... a person... what can you say to that person to to to ask for information? sorry?

**S:** (Good afternoon)

**T:** Good afternoon... that's a bit too formal... isn't it? good afternoon R■■o... and then?

[21:00]

**T:** How how can you guys start the... hey yo man okay hey yo man... and then let's talk about what?

**Ss:** (...)

**T:** Han han... seriously... how do you request for information in English?

**Ss:** Ha ha ha (...)

**T:** Ha ha ha! and then?

**S:** Let's do some something...

**T:** Let's do something is that how you meet girls? (...) guys seriously how can you ask for information?

**S:** (Which is your article?)

**T:** Which is... which is your article? which is your article? is that really...

**Ss:** (...)

**T:** Which is your article?

**Ss:** (...)

**T:** Which one is your segment? I'm not happy yet... can somebody give me a good sentence? so ar... sorry? yes?

**S:** (Can you tell me about...)

[22:00]

**T:** Good... can you tell me about... can you tell me about your article... can you tell me about the job alright? the job that you you you you pick alright? remember no copying alright? ask listen and then note down okay? so can you distribute this for me? one each... alright (randomly ...) actually I just give you this (...) alright? somebody are really awful by the way

**Ss:** (...)

**T:** R...o this is yours

**S:** Thank you (...)

**T:** Alright guys I'm going to give you a few minutes first... just to work on your own... you can read yours and then note it down... and then I gonna give you just get up and walk around and and then interview other people [...]

[23:00]

**T:** Sorry I didn't (make any spare) I'll email you the worksheet later... alright guys two minutes for yours... ha ha this is actually not a bad one... I have a video for this one to show you guys later

**Ss:** (...)

**T:** Two minutes guys... two minutes

**S:** (Do we read on our own?)

**T:** Sorry? yes so first of all... before you start talking... before you start talking... just quickly read your segment and then note down about your job... by the way you will notice there are four things you have to fill in for each job... I only need you to fill the job title and duty for now... leave the rank and leave the hiring criteria for later alright? only fill in the job title and the duty alright?

**Ss:** (...)

**T:** Yours isn't so bad... I can't say (the same for this at least) [...]

[24:00]

**T:** Good S...y's making notes already

**S:** (...)

**T:** (Which one's yours?) ha ha this is funny

**Ss:** (...)

**T:** Okay yours is (old yum)

**S:** Eww (is that yum) [...]

**T:** Alright... by the way... sorry?... sorry what? um... it's to do with smell... so how bad they smell... how terribly they smell... can I have your... alright guys I'll come and collect your folders as well... can you just pass it to me?... thank you thank you... thank you... thank you... J... can I have your folder please? thank you [...]

[25:00]

**T:** Thank you... thank you thank you alright folders thank you... thank you... thank you... alright boys (...) okay have you all... have you all noted down your your the one that you picked... your jobs? alright please stand up if you have finished reading your part... just stand up if you finished reading your part and you have noted it down alright? if you see somebody standing up... just go to them... start talking please

**Ss:** (Hey... my job is relevant... chicken chicken sexer...)

[26:00]

**Ss:** (no it's like not watches... chickens but ...)

**T:** Alright if you have no partner just stand up a little bit... when somebody stands up... go to them alright? go to somebody standing

**Ss:** (...)

[27:00]

**Ss:** (...)

**T:** Guys we don't need three's alright? stand up if you don't... are not in a pair... find somebody else... guys we don't need three's... who? just go...there are girls standing there... go go go go

**Ss:** (...)

**T:** no three's guys... who's the pair? who's the third wheel? goodbye B... story of your life... do find somebody else ha ha ha

**Ss:** (...)

**T:** (E...a) work with B...sn he's alone... okay work with R...o then

[28:00]

**T:** Okay (...) J...k

**Ss:** (...)

**T:** Guys make it easy for others... if you are in a pair sit down... if you don't have a partner stand up... it's easy to spot and find partners then alright? if you are in a pair sit down... if you do not have a partner stand up (thank you)

**Ss:** (...)

**S:** I can't find anyone

**T:** People standing up

**Ss:** (...)

[29:00]

**Ss:** (...)

**T:** Don't copy... talk with each other... talk with each other... ask and give information... please don't copy... talk with each other

**Ss:** (...)

**T:** Stand up there might other people around

[30:00]

**Ss:** (...)

**T:** (Come attacking?)

**Ss:** (...)

**T:** She's standing here... have you worked with her yet?

**Ss:** (...)

**T:** What about W■■■■e? have you worked with W■■■■e? work with W■■■■e... alright work with K■■■■n W■■■■e W■■■■e W■■■■e (standing by) himself

**Ss:** (...)

[31:00]

**Ss:** (...)

**T:** Have you had a partner? stand up... move around

**Ss:** (...)

**T:** E■■■■a... M■■■■w...

**S:** (J■■■■o what's the job you got?)

**Ss:** (...)

**T:** S■■■■y have you got no partners?

**S:** (Yes)

**T:** What about J■■■■e... have you worked with J■■■■e?

[32:00]

**S:** (Same ...)

**T:** (Same ...) what about L■■■■l?

**S:** We talked already

**T:** You talked already... er... just stand and wait a little bit... soon you will have somebody

**S:** Engineer...

**T:** M■■■■w have you got a partner? who is that? L■■■■y do you have a partner? B■■■■n W■■■■n you have a partner?

**Ss:** (...)

**T:** Look... S■■■■y go

**S:** (H A K A C K ... W H C K)

**T:** Ha ha ha he's spelling that for you... listen carefully

**S1:** M■■■■w

**S2:** Yeh

**S1:** H

**S2:** H

**S1:** A

**S2:** A

**S1:** C

S2: Okay

T: What does it mean?

Ss: (... I don't know)

T: So hit basically... right? okay

Ss: (...)

T: Have you worked with M [redacted] w yet? okay M [redacted] w got somebody now

[33:00]

T: Have you worked with K [redacted] n yet?

Ss: (...)

T: J [redacted] o J [redacted] o come on! you have to give him some information too... L [redacted] o can you work with S [redacted] y? have you worked with S [redacted] y yet? work with S [redacted] y S [redacted] y L [redacted] o go

Ss: (...)

T: I know in Japan... yes... you finished? alright I'll have a look... yeh if you have finished come to me.... come to me... let me check it for you

Ss: (...)

T: This is a wrong story... ha ha ha this affects the meaning

[34:00]

Ss: (...)

T: okay okay... yeh yeh okay

S: Thanks

S: I need one more

T: Yep yep yep yep yep yep yep... okay okay good!

Ss: (...)

T: What do you mean? (J [redacted] e loves T [redacted] d?) ha ha ha ha

S: He wrote this (...)

T: Not appropriate

S: (Yeah I'm done... I'm great)

T: Right right right okay okay okay okay okay!

S: (Great) (...)

T: Yep yep... how do you spell separate?

S: S E P E R A...

T: Yeh you spelled it right when you when you said it

[35:00]

T: But you didn't write it down correctly

S: Oh!

T: Okay! [...] okay!

S: Okay

T: Okay! good

S: Thank you

T: Alright last minute... last minute.... if you are done can you go back to your seat please? so I know that you're done

Ss: (...)

**T:** Okay

**Ss:** (...)

**T:** Have a seat... have a seat... sit down (no they are testers) I saw when I'm looking for this... I saw a tester job... yeh it's actually quite well paid... alright guys... shhhh... sit down please... sit down please... if you're done sit down please

**Ss:** (...)

**T:** Have you got everything? so (F■■■a) you're still missing one... you're stilling missing one

[36:00]

**T:** It's okay... you're still missing one... alright alright let's go through this together... alright um put your hand up if you learn something new about our world today

**Ss:** (...)

**T:** Put your hand up if you are thinking it doesn't matter how bad they are doing (except...) I'll probably end up doing this job anyway... so it's ok... oh ok anyway these are these are the jobs alright? so basically the job titles are... some of them don't really have a title... so it's a man who watches a paint dry... coconut safety engineer... how do you pronounce this word?

**Ss:** (...)

**T:** It's not mos-qi-to... mos-ke-to... alright? don't don't (pronounce that) mosquito, mosquito gatherer (chicken sexer) very sexy sounding job em egg breaker... (bug whipper)... and (sound like an insult) isn't it? alright can anybody tell me

[37:00]

**T:** When you give me the duty... try to start with a verb alright? what does a man who watches paint dry... or the lady I guess I guess a woman can do this job as well? um the person who watches paint dry... what is the duty of this job?

**Ss:** (...)

**T:** They have to recall um the time... so basically... they their job is the time... how long it takes for paint to dry... why is this important? [...] who do they work for first of all? ... company that that produce or build buildings or produces paint... and why is it important to know how long it takes for paint to dry?

**Ss:** (...)

**T:** Sure sure... why is it important for paint to dry quickly?... exactly... sometimes when you paint you know public areas you need you can only do it at night when there is nobody around

[38:00]

**T:** And you want it to dry very quickly... so basically they work for paint company... they work for construction company... their job is just to test how long it takes paint to dry so they can plan their work ahead

**Ss:** (...)

**T:** Can you actually see visually without touching it? I mean... the the the this this person's job... what does it involve? I mean how does he... he has to record the time with one hand I guess... and then with the other finger... he has to he just keep tapping on it to see if it's

dry alright? so that's that's the person's job... em second job... what's this coconut safety engineer? can anybody tell me? [...] where where will this person work?... in hotel... resorts... why is this job necessary?... exactly! tropical resort where there are lots of coconut trees... what is the hazard with having a lot of coconut trees around the resort like that? the coconuts could fall around when they are ripe... and the

[39:00]

**T:** When they are ripe... you know this word? means when they are ripe... so what what what what's the problem if it just falls down when it is ripe?... it could possibly hit a... hit a person... who do... what do you call a person staying in a hotel? a costumer? thank you a guest! alright so what is their job... the coconut safety engineer? what is the job?... they what are you doing this? do you shake? what what is the word given in the text? they... they (wreck) and then (E█a) is doing this... is this wrecking? [...] exactly what what does wrecking mean? to... to hit... so basically they wreck or they hit the coconut tree and what happens if the coconut is about to fall down if you wreck it really hard? they will probably fall down earlier

[40:00]

**T:** So what they do is they wake up really early every morning and just to wreck all the trees really hard... and if they are about to fall down then they probably would fall down after you wreck them and if they don't fall down after you wreck them... then it's probably okay for at least one day okay? so that's their job... just to walk around with a big stick and to to smack the trees with it... does it sound like a good job?

**Ss:** (...)

**T:** Ha ha alright... what is this?... mosquito gatherer... what do they do?... it's actually... so she is very talent... she is talented in mosquito gathering... alright what what what is the what is the duty of this person?... sorry?... to sacrifice their... blood... why? why do they need to gather mosquitos?

**S:** (Attract them)

**T:** Why do they need to attract and gather mosquitos? for experiments... for researches into... what disease

[41:00]

**T:** Is related to mosquitos? [...] well I guess there are other mosquito I think Malaria is mosquito related... there are new ones right? yes so the Japanese and how do you pronounce this... anyway... so basically... their job is to collect mosquitos by letting them bite... and then sucking the mosquitos by a straw and then putting the mosquitos back into a specimen jar (... anyway) alright can anybody tell me what the next person does... a chicken sexer... exactly! they check... they sort baby chicks according to their gender... why is this important? in the...I guess in the farming industry... why is this important? in the chicken... sorry?

**Ss:** (...)

**T:** Which which gender is worth more money?... females, alright? they want the egg-laying gender so they want to sort all the females... and then with the male... what do they do with them?

[42:00]

**T:** They do kill them... but what what happens to them?... (feed them) basically a lot of them just got (blended into dog food) yeh they don't want to waste (...) work a lot so they want all the females... they don't really care about the males... so they sort them when they are little... why why can't they sort them... why why is it so hard to sort them when they are babies?... they are very... what color what color are they? and they are all look the same (at zero) you know... fluffy yellow alright? so their job is to look for... you know... very tiny reproducible organs... alright um egg breaker (oops I've done this already) okay egg breaker... what is egg breaker's job? to separate the... why why do they need to do this?... for cooking... why can't machine do this?

**S:** (They will break)

**T:** Yeh machine can't actually (set) so there are actually jobs that other machines still cannot do... like separating egg white from egg yolk

**S:** (Yes, you can slide...)

[43:00]

**T:** Or maybe now they have it... but but you have to think about the cost-effectiveness as well... I mean... can you imagine... you know food industries paying a lot of money just to have egg white... so probably cheaper just to hire you know... some cheap labor to do it by hand at still alright? so this is for the food industry... this is very (fascinating) job [...] why? why?... for for this particular job that you read about... is is for one... actually they are basically helpers to one profession and they are sumo wrestlers... everybody knows what's sumo wrestlers are right? what is the problem with sumo wrestlers? they are usually quite (wide)... and a lot of them cannot reach alright... them themselves... so basically they have... but of course (whipping) I guess... for the propose of this article they just call them wrappers... in actuality what do they called? they are called nurses and they probably just look after the sumo wrestlers... and I guess

[44:00]

**T:** (Whipping the bug) is just part of the... that not the only thing they do but it is part of their duty... and finally the fart smeller... so why?

**S:** (Tell them what is the smell of the fart but hydrogen sulfite is toxic)

**T:** Yes... I guess you doze a small amount is ok... but why? what is the propose of this job? [...] exactly I mean this was actually for research as well... they want to get the subjects to eat different types of food... and then they have they want to test test what was that word? that you guys read and a lot of you could not pronounce? noxiousness... noxiousness um which is the level of smell... so and they want to pair the food with the level of and so I guess they have to get a few people to do this to get a fair result alright? different subjects and different... so they probably have to smell a lot of fart... yes... um now with this there are other tasks

[45:00]

**T:** I want you to do with this later... so please do not lose the worksheet... we will use the worksheet when we come back from Easter holidays... um also unfortunately because we ran out of the time... I actually have a five-minute video of the life of the chicken sexer for

you... but I will show you that after the Easter holidays as well alright? so I will see you guys in the library tomorrow... alright bye guys

**Ss:** (...)

**T:** Ha ha ha [...] sorry? [...] well actually if they are baby chicks so they have a chance to (put baby chicks be safer) I mean it's it's (read from chick to chick) right? I mean... I don't know

**Ss:** (...)

**T:** Alright bye... please say goodbye to Mr Li

**Ss:** (Goodbye and thank you Mr Li)

[46:00]

**T:** Alright goodbye... I will see you in the library tomorrow guys

**Ss:** (...)

**T:** Bye yes yes oh yes! I will get that from you... have you got it now?

**S:** (You need it today?)

**T:** Yep I need it... you wanna give it to me tomorrow? give it to me tomorrow... fix it... give it to me tomorrow... bye

## Lesson observation 3 (Obs<sup>3</sup>)

**File: HS\_Obs3\_Transcr**

---

KEY	
[00:00]	time marker (every one minute)
[...]	a long pause (more than two seconds)
...	a short pause (less than two seconds)
(...)	unclear word/utterance
(release)	guess at unclear word
J [redacted] n	name of a student (anonymised)
<b>T:</b>	the teacher
<b>R:</b>	the researcher
<b>S:</b>	student (if distinction is needed: <b>S1</b> , <b>S2</b> , <b>S3</b> , and so on)
<b>Ss:</b>	students
<b>G:</b>	guest

[00:00]

**T:** Alright [it's time for] class... you need to go... come on! [...] (hi you've got work for me?) thank you [...] thank you thank you thank you alright... thank you [...] yes sorry? sorry?

**S:** (...)

**T:** Too much information [...] alright

[01:00]

**T:** Alright guys (...) three guests today... so turn around it's Mr Li right there... glad to be with us [...] and as I told you earlier... the vice principal (is coming as well) but you can sit down first (just greet him when he comes in) alright? [...] does somebody drop that? Ha ha

**S:** Mine

**T:** Alright [...] alright he's coming he's coming... alright so um [...] why is it not working? hello guys [...]

[02:00]

**T:** Alright... alright... so um just a quick recap... what unit are we on?

**S:** (...)

**T:** Future further education... career... what kind of job have we looked at (in the first class?) sorry? chicken sexer bug wiper... have we looked at anything else so far? we're going to look at one more profession today... can you guess which one it is?

**Ss:** (Animator)

**T:** Animator? that's a good guess... princess? so somebody said animator makes sense (I can only tell this is from Disney) but actually that's not the profession I'm thinking about or I've prepared for... sorry? mascot... is that a profession? can you be a professional mascot?

**S:** (...)

**T:** Put people inside... do you know this word guys? mascot... yes so it's a people in Disneyland who wears

[03:00]

**T:** a suit... but no that's... I mean some of them yes... but er have you see the mascot (elmo)? what would they do? they would just roll around (put) around on the ground of Disneyland... ar ha ha any any ideas anyone? so (E[redacted]a) said something... anybody else?

**S:** (...)

**T:** Who said something? (T[redacted]y) said something? yes? sorry?

**S:** (Talking about someone... paid for them)

**T:** Sure sure... one of these is a job... can you guess which one it is?

**S:** (...)

**T:** A scarer... professional scarer... princess... professional princess... is she a human? one of these is a job... it's a real paying job... you can be a professional... okay these are your options.... professional snowman... professional (genie)... professional mermaid...

[04:00]

**T:** Professional tropical fish... or professional furry monster... which one do you think is the correct answer?

**S:** (Genie)

**T:** Professional (genie)?

**Ss:** (Mermaid...)

**T:** Sorry? professional snowman? really? guys today we are going to look into the world of professional mermaids.... this is actually an industry and we are going to find out about it today (...) guys no it is not for your kind of fantasy... I don't know what kind of fantasy you have... em can you open your notebook please... I want you to open it to a double-sided page.... guys this is your notebook... you open it to a double-sided page... I want you to divide left hand page into three sections and then just write the first three questions in the three sections... on the other side... I want you to divide that into four sections and then write questions four five six seven... I'm going to

[05:00]

**T:** Show you a video... as you watch you'll need to answer these questions (so very quickly take out) your book... I guess you know as usual the top today is the twenty fourth of April and then you can just just title it the professional... mermaids... alright? question one two three four five six seven alright? very quickly jot down the questions... this will not be on the board as you watch the videos so you need to quickly jot down the questions alright? [...] remember when there's a general noun... nothing specific... use plural please alright? professional

[06:00]

**T:** Mermaids... you are referring to mermaids in general... use a plural form (...) yes... the male form is the merman... unfortunately I don't think they're in great demand... it's quite sexist... I think some of boys can maybe start a protest... equal right for merman... nobody wants to pay to see us [...] good! please divide your page

[07:00]

**T:** Properly... it's hard for you to note down (notes)... good alright most of you are up to question seven... guys um this is actually a very extended integrated skills... um so answer all seven questions... you'll need to [...] and we can't finish it in one lesson... you'll need to watch one video which we can't finish in one lesson... you'll get to read an article which hopefully we can finish it this lesson... em but then you'll have to read the third article... so basically to get the information required for all these questions... you'll need to do several things... that's why I want you to just have leave yourselves some space so you can keep adding it to answers as they come across to you... alright? through the things I show you... do you need more time to copy down the questions? alright I'll give you one more minute... em if you have finished

[08:00]

**T:** Just quickly check with the people in your room... predict how do you what kind of work do you thing mermaid do exactly alright? what kind of qualification do you think they actually need alright? diving certificate maybe... I don't know... swimming certificate... first aid certificate... talk! while you're waiting for the others to finish copying

**Ss:** (...)

**T:** What do you think? (seduce... is it possible)? to seduce men right? so who will be the customers then?

**S:** (Fish)

**T:** Fish... fish pays mermaid to seduce men... how does that work? ar ha ha... yes... er thank you... alright em who needs more time?

[09:00]

**T:** Right... can anybody guess what kind of work do they do exactly? I heard some... sorry? their job is to swim... so are they like the Olympic athletes?... they preform good... possibly a performer... do you think that's possible? okay... what kind of qualifications do you think they need? diving... swimming... anything else?

**S:** (Holding their breathes)

**T:** Holding their breathes... any... sorry?

**S:** (...)

**T:** There's a professional mermaid certificate... would you like to get one A■■n? as a merman

**S:** (Okay)

**T:** Do you have the abs for it? or do you want to look like a whale? ar ha ha... em do you think they make good money... do you think they make good money? put your hand up if you think yes... not too bad... put your hand up if you think no probably... bad paid... okay... health hazard... can you think of any health hazard?

[10:00]

**T:** Choking (around)... imagine the mermaid dying is that... floating in the water just in a bottoms up... alright (like those in a fish tank in the seafood restaurant) alright? do you think it's satisfying? job satisfaction (you ...) and er alright... let's watch the video... I'm

gonna play the video now... em just one time... em try to take note as you watch okay?  
these are the seven questions [...]

[11:00]

Video clip (11:05-14:38)

[12:00]

Video clip (11:05-14:38)

[13:00]

Video clip (11:05-14:38)

[14:00]

Video clip (11:05-14:38)

**T:** Alright... I'll give you a minute to tidy up the answers and then we go through it together alright? em it's not a test if you're finished

[15:00]

**T:** And your mate is finished.... feel free to check the answers again there and see if you got the same kind of answers alright? like I said it's an integrated skills task... some of the questions are will not answered... alright...in this video... you need to read later but you definitely have information for questions one two four and six... one two four and six alright? so you should have information for one two four and six [...] just check with your neighbors if you both of you are done to see if you have the same kind of ideas [...]

[16:00]

**T:** [...] Alright... walking around... I noticed a lot of you... actually for question one... this's actually quite a common term... at least for me... but you know... I used to be... you know... (...)... so I go to a lot of these things... alright? sorry? what does it mean?

[17:00]

**T:** And usually about (fee)... so basically you can only go to these events for celebrity only if you buy the CDs and if you want to meet them... and greet them for longer you have to buy a multiple copies of the same CDs... alright? so ha ha one way to make money... alright let's go through this together... so what kind of work do they do exactly? these mermaids... anyone? sorry? educate... that's made to educate um to educate who? children about... the ocean... alright? um anything else?... anything else?... sorry? taking photos with children... good... take photos... that's a kind of (meet and greet)... take photos... anything else? I guess it's making a kind of keeping the magic alive... I mean... she has her job ethics right? she would never enter an aquarium through the front door... why?

[18:00]

**T:** Exactly... the kids will be disappointed... how come this mermaid's walking and tell me she has a tail... alright? so she always goes in through the back... she always puts on her mermaid custom before she meets any of her fans alright? so through her job she feels it's

important to keep the magic alive... some of you mentioned this... education about the ocean... um what was her previous job? before becoming a mermaid professionally... she made [...] she made documentaries about what? about... basically her job was to promote... you know... about ocean conservation... and she made documentaries... er she was documentary maker... um but then she I guess she put on the mermaid suit (for one of her documentaries and realised it was even a better job than just making documentaries) so she became a mermaid to promote ocean conservation... um and basically she performs alright? so she performs in an aquarium and what was some of the things that you saw her doing?

[19:00]

**T:** Basically a so-called aquarium performance consists of... swimming in front of the... the glass and just doing... and making... you know... little bubbles and things like that alright? so that's basically her job... er what are her qualifications then?... sorry? free diving... good... have you heard of free diving before? so basically they're trying... free divers are people who try to dive very deep without the use of any... any (tanks)... do you know what're that things called? those hang in the back... have you heard of this?... scuba diving right? but do you know it's actually an acronym... it's short for self-contained underwater... can you guess what the b stands for?... thank you breathing

[20:00]

**T:** Apparatus... thank you (... is that? how do you spell apparatus? maybe) alright self-contained underwater breathing apparatus... alright? so that's what scuba stand for... so basically... of you know difference from scuba divers... she free dives... and that's actually some people do that competitively and she learnt from that... um so obviously she needs to swim... but what else? (she said she... the video it helps a lot... for what?) for... movement... (she actually films) because mermaids... can you imagine a mermaid swimming like a turtle? or somebody drowning alright? so basically the key is being... graceful... she has to swim gracefully... so and the way to do that is to film herself swimming and then watching the video and then trying different things and make sure that she can actually swim like what people imagine mermaid swim (like)... em and obviously the free diving

[21:00]

**T:** Allows her to hold em a breath underwater for an extended period of time... what's her record?

**Ss:** (Five minutes)

**T:** I thought people die after three minutes without oxygen... I guess I was wrong... she actually can hold a breath for five minutes alright? (...) the longest one was twenty minutes? really? is it possible? (fifth...) okay and er and basically to to free dive would they... what is this?... what do you about this word base on the... (exactly! mono... being one) er the the the prefix... monofin... so it's (just the one fin only) when people dive... they they wear two... one on each feet right? two fins... but she has to free dive in the monofin alright? so that's her qualifications... er for question three em there (weren't) anything in there alright? em and for question four... there was one point

[22:00]

**T:** So apart from her performances and shows... and her meet and greet... what other earning opportunity are there? especially when you become a a kind of celebrity mermaid... sorry? exactly! she actually has... her name is mermaid (Lison) and she launched her own line of swim and mermaid product as you saw alright? mainly targeted at little kids who still believe in mermaids... but I imagine she can only make some money... you know... through (volunteer work) so she wants to own products... um [...] alright question five... er you will get information for question five from um the articles that you'll read later... em we will skip that but er question 6... job satisfaction... there are two main things that she loves about the job... number one... sorry? the the look on the the children's faces... she she

[23:00]

**T:** She gets a great satisfaction from seeing children who are... happy because of her performance alright? that's point number one... what's the second one? what what gives her satisfaction? remember what was her previous job? [...] so even now even though now her job not her main job is not make documentaries... she's still able to... exactly... basically promote the idea of you know er ocean preservation conservation alright? so that's her main reason for doing it... I guess she's a little strange as well... I mean no same person will (thought) this is a job... alright that's a part from a part from being a performer... actually mermaid in America especially and I guess because it's big in America now... I guess it might come to Hong Kong eventually... um there were actually a lot of other earning potentials in

[24:00]

**T:** The mermaid business... so um what we are going to do next is a little bit of reading... um I've found an article about... this is a term... you some of you are BAFS right... have you heard of a term mermaid economy? this is actually a term in the States and people are making money based on mermaid-theme products and services... now it's quite a long article so I'm not gonna get you to read the whole thing... um we've done this before... I'll divide it... the article... into four sections... each of you will get one section... this is what you will need to do... I'll give you a couple of minutes... you read you section... you fill out you table to the best of your ability alright? afterwards I'll get you to stand up... walk around... look for people who read sections... you know... the other three sections... and exchange information out... sorry? [...] by speaking... yes! please do not just copy the answers alright? so girls I'll give you section one

[25:00]

**T:** Alright? so these five girls have section one... if you need section one information... go to see them... section two... section two here... I should have to make you guys move... some of you will have section two... I'll give all of you section three so you can sit stay still here... so all of you have section three here... em I'm gonna give you guys section four... alright alright so you two will have section four (you can have section one...) alright guys... oh sorry (... a section) alright guys... just read you section... and fill in the table to your

best of ability... and then one once you are done... stand up... and if you see somebody else standing up... go and talk to them... if they have different sections... exchange information

[26:00]

**T:** [...] Ar if you come across any information that you can use to answer any of the seven questions... you know... jot those down as well alright? [...]

**S:** (...)

**T:** (Yeh... merfolk are unisex people in general)

[27:00]

**T:** Is that how you spell it? it's (Cultour) not culture.... where do you see this? this is the name of the business

**S:** (...)

**T:** Alright guys... just a quick guide to this table er (up top) should be the name of the businesses... the name of the businesses... I fill in two for you... so one place is called the (Dive Bar) alright? they make money using mermaids... another place is called Mermaid Fitness... they also make money using the idea of mermaid alright? there are two other businesses that you need to look for... and then vertically so for each business you need to explain to me or find information for the name of the founder or the owner... the product or the service they provide... and how much em do they cost [...]

[28:00]

**T:** So what is the product? swim?... the product... what's the product (they sold?)... good [...] sorry?

**S:** (...)

**T:** Oh (...) she's the name of them... I guess...don't worry about that... she's the research company... she's the research company... alright em most of you should only have one column completed... if you read through it... you've found out the information... can you please stand up? alright please stand up... it's okay if you wait for somebody to stand up... nobody else will stand up... you can stand up first... you're done?

[29:00]

**T:** Yup... just read you section... just read you section... if you've read everything and you you know... extracted all the information... stand up... and then you need to talk to somebody who has more information (stand up) [...]

**Ss:** (...)

**T:** Good alright alright yes (just take a clue from the owner) remember... talk to each other... extract information verbally... don't just copy alright?... yes over here

**Ss:** (...)

**T:** This this is for what? ar no

[30:00]

**Ss:** (...)

**T:** No... it's some some of the businesses appear in multiple sections... okay if you have no other information... maybe you need move on to another group [...] er no it's just one...

it's mentioned in different places in the article... so maybe you have repeated... but I think one section actually has more information (than about the other) I think one of you might not know the (...) or you guys are reading the same section right? [...] you guys are reading different sections

**Ss:** (...)

**T:** Yes... dive part appears in multiple places... as long as you talk to people from sections one two three and four... you should be able to get the information

**Ss:** (...)

[31:00]

**Ss:** (...)

**T:** Yes

**Ss:** (...)

**T:** Yeh (...) is a different company... it's a different company... alright guys are you done? you need to stand up... you all have the same section

**Ss:** (...)

**T:** Sorry? (... is not in this one) you know what a directory is? that's a list of businesses... yes... yes but so go and talk to other people... you need to talk to other people... you can't find all the information by just reading yours... you need to talk to other people

[32:00]

**G:** (...)

**T:** (...) Sure okay it's fine... um I think it's okay (it says it right?) on Thursday

**G:** (...)

**T:** Yeh so f day f should be (...) I don't have additional English anymore (...)

**G:** (...)

**S:** (It's only three on Thursday... I only...)

**G:** (Okay but I don't have a lesson...)

**S:** (...)

**G:** (Okay...okay...okay... I need to check the... I don't know who is available... yeh...okay)

[33:00]

**T:** (Sure... sure... okay... okay... okay... I'll check I'll check my schedule right now... okay okay... so just only the morning... morning on Thursday... so before lunch... Thursday... before lunch Friday... okay)

**G:** (...)

**T:** (I'll check I'll check who is available... yet we don't have enough... how many how many does it aim to watch? how many lessons?)

**G:** (We don't have...)

**T:** (okay so I'll I'll I'll look at the one of my lessons if it is available... I'll try to get more for two days from mine... so two for each day... okay)

**G:** (...)

**T:** (Move if you've got the information... now keeping going) girls you need to stand up and move around to get the information

[34:00]

**T:** Why are you guys talking? you're just coping... I can't hear you... ha ha ar you wrote in the wrong box... okay okay [...] sorry? ar ha ha ha you have the same information?

**S:** Yes

**T:** Yeh (...) go find somebody else then... go find somebody else... you can call out numbers... if you have spoken to people of different sections... you can call out the section that you want [...] (T... language!)

**Ss:** (...)

[35:00]

**Ss:** (...)

**T:** Alright guys... I'll give you three minutes... you gonna wrap up in three minutes alright?

**Ss:** (...)

**T:** What's wrong? what's wrong? have you got all the information? is it?

**Ss:** (...)

**T:** What's this?

**S:** (Two hundred and fifty dollars per hour)

**T:** Per hour? what does (Fin Pun) sell? why is it per hour?

**Ss:** (...)

[36:00]

**Ss:** (...)

**T:** What kind of color does it sell? what's diver? you can't find this?

**Ss:** (...)

**T:** Okay so basically er they they wonder if it is just there was a show... it's it's called a bar... what do you think it is?... what do you guess? yeh okay okay okay Mermaid Fitness probably er section four... find somebody who have read section four... you can find something about Mermaid Fitness... look for somebody who has read section four if you need Mermaid Fitness

**Ss:** (...)

[37:00]

**Ss:** (...)

**T:** You've got you've got... (what are you looking for?) good

**Ss:** (...)

**T:** Do you know what core is? you core... core

**Ss:** (...)

[38:00]

**Ss:** (...)

**T:** Yep core

**Ss:** (...)

**T:** Alright you got it... you got it... you got it... good good... alright guys please go back to your seat if you have all the answers... you've got it alright... what have you got? almost... alright (...) last one okay did you find out how much they cost?... not given? are you sure?

really? (...) ar you've found out the cost... are you sure? (you can't find it or not given?) no ha ha ha ai ya alright... er students in charge of section three you should have the cost for fin fun merchandise... student in charge of section three

[39:00]

**T:** Look at your last paragraph... you should have the cost for Finfun merchandise... it's okay we will go through this together now... alright guys alright first of all... there are many ways that people are making money in America with the mermaid theme alright? so apart from Dive Bar... what other businesses are there? Mertailor? (...) oh sorry (...) alright let's start with Dive Bar first... alright so who is the founder of Dive Bar?... good George (Capati)... what do they sell? what kind of service or product do they sell in Dive Bar?... anyone?... mermaid performances... good! what kind of place is Dive Bar? it's basically a bar... a lounge where people can sit... relax and drink... but unlike other bars... while the patrons were sitting down drinking chatting... what's happening in the background?... people are... people are swimming?

[40:00]

**T:** Mermaids are swimming so basically you can imagine it's just an relax place for a drink... but then there are mermaids swimming around... do you think the drinks will be cheap in these places? probably not but they do get business... alright er what's the second business? (...) now I'll start with Finfun alright Finfun ... who started Finfun? (...) good Eric... Eric who is the son of... Heron Browning... so Heron Browning is her grandmother... Eric is a son who used to work for one of the fortune 500 company and the... but she is the one who started making... what does she start making and selling online first? to start the business... she started to make... monofins for... for kids alright? so basically... she made mermaid tails for her grand-children and maybe her children's friend or the grand-children's friend saw it... they like it... she made more and then she started selling them online and then it became a big hit... so she started her own company with the help of her son who has a lot of experience in businesses

[41:00]

**T:** How much do they go for?... about this is in America... so this is around US dollars alright? so a little over a hundred US dollars which is equivalent to about... I'm guessing around eight hundred Hong Kong dollars alright? so I guess they can afford it... so but Finfun is mainly for kids... so the other business is is more specific... it's called... Mertailor... what does tailor mean? tailor... tailor is actually a profession as well... yes somebody who makes clothes... so Mertailor obviously makes make mermaid clothes or basically... so who started Mertailor?... (Eric du Champ... du Champ... Champ) alright and er so what how how is the product different from Finfun products?... well for adult... as an profe... definitely!

[42:00]

**T:** I think they do it for professional mermaids... but they do it for adults... they do it for (hobbiors) to kind of like to gather and they have conventions as well... so they have customised mermaid tails and do they cost about the same as Finfun? how much do these

cost? so five hundred to two... twenty five thousand dollar alright? mermaid tails... these are very expensive custom-made... I imagine people from Mertailor probably have experience working in filming industry as well... they probably make stuff for for films and special effects alright? and finally something I guess around the world is getting popular... people are more (health-conscious) so they jump onto this mermaid magnet and they started mermaid fitness classes alright? so who found that? the mermaid fitness classes?... Jody... and... Stevenson... good! Jody and Stevenson... and what kind of product does she sell?

[43:00]

**T:** Fitness class... now some of you ask... what is core? because as a mermaid... I guess when you go to the gym or you work out... there are different part of the body you can tackle like you can work on your... what what is this called? biceps... triceps... your chest muscles... your pectoral muscles... but your core is mainly your abs and your side and your back alright? so a lot of exercise that they targeted the core as well... so mermaids as as you can imagine what kind of movements do you think mermaids... they're very limited... they can only do this right? in the water... just be disgusting alright? this...alright? alright basically that's all they are doing... back and forward... so um basically their exercise classes in in in the exercise of the core alright? so that's basically what they do... alright so um just a few pictures for you... actually I if you these are actually real companies... I I went online so this is actually from Dive Bar... so if you go to Dive Bar... this is what you'll see... slightly (...) ladies (dressed) in a... you know fish tail and just swimming around

[44:00]

**T:** As you're drinking your cocktail alright? do you think this is some place you want to bring your friends to? to enjoy... why not? it's creepy alright... and they the thing is actually have fish swimming with the mermaid as well... so anyway um and then this is the difference alright? this is by Finfun... you can see this is very colorful... targeted at kids... probably the quality is not very good... but as supposed something that looked a lot more realistic... this is a product by Mertailors alright? so you can see the differences and prices...up to two hundred and fifty times more expensive than the than the kid version alright? and people actually paid money for it alright? so um and finally this is picture from Mermaid Fitness... so all these're bored housewives alright? they put on and they just kind of do kind of mermaid yoga... mermaid exercises alright? ar ha ha that's what they do... and they get paid for it alright? so mermaid is actually a big business alright?

[45:00]

**T:** In America... now... for homework guys... you have the seven questions already. I'm gonna give you the full article now... so this is um all four sections combined... er I want you to do two things... read through it again... er and just to try to find information for the seven questions... again you won't find everything here because there is another article that I've mentioned earlier... er the second piece of homework I want you to do is also to highlight any words you don't understand and look it up... I'll go through this with you on Wednesday because tomorrow we have SBA... who's doing SBA tomorrow? alright are

you guys ready? (...) too bad ha ha alright (here you go guys) and remember for Wednesday I'll also be collecting your personal statement worksheet... so lots of things to do

**S:** (I want to sleep)

**T:** (Are you ready?)

**Ss:** (...)

[46:00]

**T:** (Here you go)

**Ss:** (...)

**T:** (Alright you're welcome) alright, guys you can start reading through this now... I guess until the bell rings um alright? remember extract information for the seven questions... and look up any words you don't understand

**Ss:** (...)

**T:** Yes... you don't... sorry? you don't get one? oh sorry I thought I've gave it to everybody... here you go... so anybody not get one? everybody's got one? alright

**Ss:** (...)

**T:** Yes

[47:00]

**T:** Sorry? do they look like (cocks)? these floating (cocks) ar ha ha

**Ss:** (...)

**T:** But it's trapped in the tail... the the air bubble doesn't come out (...) alright guys start reading... starting reading... we have two minutes before the bell rings guys... start reading... you're putting stuff away already

**Ss:** (...)

[48:00]

**Ss:** (Who do you think this one is?)

**T:** Who do you think this one is? (...) what... somebody in our class? (...) then no I don't understand... alright guys... thanks a lot... thanks a lot... I'll see you guys tomorrow

# Interview (Intw)

File: HS\_Intw\_Transcr

KEY	
[00:00]	time marker (every one minute)
[...]	a long pause (more than two seconds)
...	a short pause (less than two seconds)
(...)	unclear word/utterance
(release)	guess at unclear word
J [redacted] n	name of a student (anonymised)
T:	the teacher
R:	the researcher

[00:00]

**R:** Thank you very much for your time

**T:** No worries

**R:** And the purpose of this interview is to understand further your classroom practices... that support your teaching of all students... and also your beliefs about teaching a diversity of learners... I just want to reassure you that the interview will be completely anonymous... and you have the rights to interrupt or ask for clarifications or criticise a line of my questioning during the process... so how long have you been teaching?

**T:** Er this is my... eleventh year... er you mean teaching in the secondary school setting? This is my I I I join I started teaching in secondary school half way through a school year... so it is kind of ten and a half year

**R:** Ten and a half year...

**T:** But my eleventh academic year... including this academic year

**R:** But... in this school?

**T:** In this school was my seventh year

**R:** Seventh year... so how would you compare teaching in this school with the schools that you taught previously?

**T:** Previously? okay so um I mean the thing that attracted me to come to this school is the curriculum

[01:00]

**T:** Because it's very free... it's not bounded by a textbook... in my previous school um they use (mostly) Longman textbooks and they came... I mean... basically the curriculum is tied to the bundle... so there is the grammar book there is the vocab book there is the listening book there is the textbook... and basically when it comes to book inspection... we just the the (head of) panel make sure we cover all the pages... so it was like from page whatever to page whatever... um it's very restrictive... um and because at the time I was also doing my PDGE... and I had to design lessons for my course... and I realised that um a lot of the stuff with Longman... it's I mean yes it's designed to help students learn specific tasks... but it's very difficult for teachers to create things to cater to learners' diversity... because everything is set... and it's just one set of material for the entire form... so um in order for teachers to cater to you know more advanced learners and for weak learners... they have to create additional stuff

[02:00]

**T:** And also a lot of Longman stuff is not very interesting... and so it is very difficult for teachers to engage (in that) and it's specifically hard when em we know... I mean as a teacher's job (we know that a book inspection... we're expected to intro these pages...) and but then when you go into class and you try to get students to do some of the work and all they do is growled and this is very difficult to make make them interesting... whereas this school I mean before I join here... I already knew there are no textbook... er no textbooks... and some of the teachers were teaching at the time er were my course-mate in PGDE... and I though this is a great idea because what they simply have is... um in the curriculum... specific objectives... so by the end of this unit students should be able to write a short story... how you get the students to arrive that goal depends on the teacher and teachers are actually free to create their own material so I see a lot of freedom and flexibility here and that's why um in terms of you know... teaching English I definitely prefer this school to my previous school

**R:** So you like teaching in this school because teacher got autonomy

[03:00]

**R:** And flexibility...

**T:** Yes

**R:** In designing the curriculum

**T:** Yes

**R:** But would that pose challenges however?

**T:** For me... it's it's challenging but it's fun because I enjoy creating all the materials... you know but I understand... I mean I've been here seven years... and now I'm err the head of English and I understand you know how there are many teachers in my department... there are actually 18 teachers in my department... not everybody er likes doing in this way some of them still prefer to rely on the textbook... em but I mean I mean that there are pros and cons .... I mean the the problem with textbook... for me is that it's still too restricted... and even if some teachers want to rely on textbook... I don't stop them from you know... maybe photo-copying or borrowing resources but I don't... I I keep emphasising the the need for teachers to be aware of the individual learners' differences... and to only use it... you know... in certain context but not to use it consistently you know for every form

**R:** So teach the the teachers got complete autonomy in designing everything?

[04:00]

**T:** Basically they do... um the but the thing is I mean it's it's my first year of head of department... so I'm trying to um ensure that teachers also try to teach in different you know... learn the differences as well as ability... so um what we did... I mean myself... and also the two coordinators... um when when it came to book inspection... we told all the teachers you know... very big... earlier on the year... one of the areas that we'll focus on when it comes to book inspection is how well you cater for learner diversity... so for teachers who... you know... basically all the materials are just photocopies of textbooks or grammar books or listening books... then you know our feedback would be try to... you know vary it think about how to motivate students... you know... raise student's interests... um and you know...

**R:** So there is no standardised materials across the form or in... for the whole school?

**T:** There is some... so basically all the material is developed by teachers... but some of them um we we would say okay this is the core piece so everybody should use this but usually the core pieces would

[05:00]

**T:** Could be covered in a few lessons so for each of our unit which usually lasts for about a month and a half to two months... um a lot of time the teachers were required to create their material to help the students

**R:** What about the students' characteristics? would you compare the students here and in the schools that you taught previously?

**T:** okay... um... well in terms of learning English or in terms of...?

**R:** In terms of learning English

**T:** Um in terms of learning English... I guess er... they're more or less the same... um our school um because we have we are through-train school er we have to take in all the students from our primary school um so that's why the ability of the students is very very diverse um in recent years because er I mean two two years ago we produced two you know straight five double start students... and have created you know some noise among the parents... so um in recent years er in the S1 admission days... we actually have a lot more people trying to get into our school

[06:00]

**T:** And therefore we can be a bit more selective... so the school tend tend... (I guess all schools would) when they have to ability to... because there are only... I don't know maybe fifty something spot um and yet we have like four thousand applicants... so we can really choose like the best of those... so usually the students we picked who come in um from S1 are really highly capable students... but the problem is... we also have... you know... a hundred students coming up from our primary school... and those students the range is really diverse... we have um you know strong kids... we have... you know... mainstream kids... we have you know students with severe learning disabilities... so I mean the range... and so the difficulty is um I guess trying to cater to this... er in my previous school... um it's also quite diverse although in my previous school one of the different characteristic is that we have a lot more non-Chinese students... um there is about a ten per cent ethnic minority in my previous school... in this school... that's you know... in this school it's ninety-nine per cent Chinese

[07:00]

**R:** Um [...] right I know that you are a recipient of the teaching award... the Chief Executive's Teaching Award... and how would you define teaching excellence in general?

**T:** Em... I guess it's the balancing of you know helping the students... er ha ha ha okay for me I mean there are two two different part of I mean definitely you need to help the students... you know... some kind of English that's that's one part but the other part is also helping them engage to to make them... you know... enjoy the subject to to not turn them off the subject... so it's the balance of the two

**R:** What about teaching excellence in English language education?

**T:** Um [...] I mean I I I guess I mean just because we won the award doesn't mean we are the only... you know... excellent teachers... I guess there are lots of excellent teachers in Hong Kong... um I guess a teacher can be considered... you know good or excellent if

[08:00]

**T:** They can they can you know meet these two criteria... they can help students learn the language... while you know... having fun at the same time

**R:** And enjoy the subject

**T:** And enjoy the subject... yeh I guess it it would help if you can try to get them to do some more self-directed learning as well so that the learning doesn't stop at the classroom... so a lot of activities we do although I mean er... some some it's more successful with some

students than others... em you try to get them to... you know start the interest in the classroom so that they would try to explore more um in their own time outside the classroom

**R:** Right [...] and let's move on to the metaphor that you produced

**T:** Sure

**R:** In the first reflection... and... you mentioned that teaching these diverse group of learners would like lining them up for a class photo... er first of all what are some of the diversities in your class? (...)

[09:00]

**T:** In this specific S5 class that you observed three times... um I've got students who are predicted... can easily get a five in DSE...

**R:** So you mean in terms of their academic abilities...

**T:** Academic abilities... and also I've also got a few students who probably would not pass the DSE if they... yeh well keep keep you know... working the the the way they are working right now... so um in terms of ability in terms of motivation... it's different... um I've also got students who are... who were who were interested in reading even before they join my class... I've got students who didn't like reading but you know after having been with me for two years... I've managed to somehow you know paddle some books onto them that you know... they have started to read on their own and asked me for you know... additional books as well... um and I've still got students who still resist reading no matter how hard I've tried

**R:** So there are diversities in terms of

[10:00]

**R:** Academic abilities... students' motivations... and also their interests... some like enjoy reading and some not enjoy reading... and you mentioned that it was like lining them up for a class photo... what is your ultimate goal actually when you said lining them up for a class photo? do you want them to work together as a group?

**T:** I'm actually... my... I mean when I when I meant when I wrote that metaphor I meant that some students are very outspoken in my class... like ar some are few boys especially and and maybe some girls on on my right-hand side so usually when I um pose questions in the class... usually it's the same few students to answer and that's why I created that sheet or I can that keep a tally on... and I means once I've started doing that it's very obvious that the ones who... you know... consistently speak up and the ones and who never say anything and (this will actually) direct questions to them... so um I I don't want students to kind of hide and to blend them. I want you know students to to contribute... you know... to the discussion or whatever is happening in the classroom as well

[11:00]

**T:** So for me... that that's the metaphor I don't want to... I want to make sure I can see all the kids

**R:** Why is it so important to see all of them? you said make sure everyone can be seen and heard in class... why do you think it's so important?

**T:** Um... well for me... I mean in in English as a subject... it's it's it's it's a skill... so they need to practice it... and I mean the the very simple reason is er some students... they... if they could get through a lesson without saying a single word... then I guess I'm not doing my best to... you know... have everybody practise the skill.... I mean I guess some students even now when I'm pushing them they maybe they they give me a one-word answer in the entire lesson and that's... not good enough but a again... it's better than nothing... and

by keeping tally I know kind of who to pick on a little bit more to encourage a bit more as well... I can focus a bit more on them

**R:** But when you said some of them like to hide behind their peers... that's because of

[12:00]

**I:** Their own learning styles that they are perhaps not so er they don't... they.... would that be their learning style?

**T:** I guess that's possible as well... and and that's why I try to include um activities in class where students can work alone... um and in pairs and also in groups... but I I I mean even you know... despite understanding that you know some students prefer work alone... um the reality is the DSE is that for paper four at least they need to work with other people and they need... they need to... you know come out of their shells and try to interact a little bit

**R:** And you mentioned that it's up to me to make minor readjustment... so what kind of adjustment would you made?

**T:** Okay so er I mean sometimes in grouping as well... cause I know sometimes students tend to hide... and and so if... but normally I think when we're doing our teaching practices you know... and grouping you know... they will (also) always you know sometimes you know... if you put er some stronger students in each of the groups

[13:00]

**T:** And you know... you definitely um get a response from each of the groups but the problem with doing that at the same time is um the strongest speaker will be the the the main person (...) so other people can kind of sit back... so I mean sometimes I would rearrange the grouping as well so that I only have weak au or or quiet ones in a group... so that when it's their their group to come out to present... then at least one of them is forced to to come out and shout a little bit (and then...)

**R:** So they are put into groups?

**T:** Uh I mean usually I and I think in the activities that you seen I didn't really specify... but recently we just did a job application thing so I had all students applied for four different jobs... em and then obviously the applicants cannot choose and I I regrouped them so then I have them um review the the resumes and the cover letters sentenced by the students and they were the recruiters... and and then from after they've shortlisted the the applicants... I also formed interview panels from the students (who're not picked)

[14:00]

**T:** So in this kind of grouping I tried to look at the characteristics and I try to create groups where I know you know students to be likely to to work

**R:** What about their usual groups? because I observed that they're seated in groups

**T:** Yes... I usually let them sit where they want to sit

**R:** Oh so that is just er that they they are the one to decide

**T:** Yes... they are the one who decided where to sit

**R:** Okay and [...] alright and what about the er challenges of teaching this group of learners?

**T:** Right

**R:** And you mentioned that the biggest challenge is to get them apply what they have learnt and done in past in their own work... why is that challenging?

**T:** Well... it's it's it's challenging... I guess it's frustrating for me sometimes to see you know when you mark students' work... you highlight the areas they made mistakes and em you know... the same few students made the same few mistakes over and over... but what the things are... I noticed students how

[15:00]

**T:** Er one of the students... one of the classes... so as one of you know... and then the... it's a plural... a lot of students in this class they keep using the one of... and then they use the singular form... um and so you know I've highlighted it in their work I've mentioned it in the class and yet you know consistently they still are not able to kind of apply what we've talked about into their own work so for me that that is kind of frustrating and challenging... and I'm still trying to find ways to to to you know... increase their awareness of them their kind of mistakes that they they keep making

**R:** So that's why you highlighted some vocabulary items for them?

**T:** Yup

**R:** And...

**T:** And as well as language you know items and yeh.

**R:** And er you have a vocab quiz with them?

**T:** Yes

**R:** Is that right? and based on the words that you introduced in the class... because you want them to expand the vocabulary. why is that important?

**T:** Um actually I've only started doing this quite recently... um I've noticed because in the past few years... I've always been teaching the the first language class... so

[16:00]

**T:** A lot of them don't actually have a problem with the reading comprehension and the listening comprehension papers...um this year... I mean it's been a while since I've taught a mainstream slash remedial class... and since teaching these students are are it's mainly (I'm aware that a lot of reasons that) the students um don't perform well in the reading comprehension slash listening comprehension task is that... they actually don't understand some of the question prompts... so and and I've noticed that because of the lack of vocabulary it's not just affecting... you know their output skills... it's actual... actually affecting their ability to answer questions... so even though they may understand... you know the passage... but because they don't understand the key word in the question... they are not able to answer that question... so I want to try to to to also at the same time... you know... try to you know... widen their their their range of vocabulary as well

**R:** So it's for them to achieve in the assessment

**T:** I guess but the problem would be (English...) because we don't know what's gonna come up so the only thing I can do is as as I expose them to the different material

[17:00]

**T:** that I've prepared for class... every time we come across... um words that I feel... I mean obviously I will cover words I feel they don't understand... but I probably won't retest words that are not very common words... but you know... words that challenge them and yet I feel I'll maybe comment words I would be used a lot of them then I try to um get them to recycle those words either through the vocab quiz or either by setting a specific topic for their journals... so that they would have a chance to use these kind of words (and vocabulary) as well

**R:** Right... er you mentioned that this is a remedial class...

**T:** Ar well... in... I've got re... there are no remedial classes in S5 this year because they're all grouped based on their subject choice selected... and so in each class there are only (...) students... we only stream the the first language... so there are two classes that do not have any remedial students... but then all the other five classes have mainstream and remedial students

**R:** Um what what do you mean by medial students?

**T:** I mean students

[18:00]

**T:** Who are failing to pass English

**I:** Okay so for each each class there are some students who are medial students... why is that such an arrangement of having these remedial students in each class?

**T:** Um this is a very good question... but um because um this is actually usually in S4 5 and 6... we don't change our grouping... and last year I was not the head of department... and the decision of you know... grouping... was in the hands of the previous head of department and also the previous er deputy vice principal who is no longer with us... so the the two of them together worked out this grouping... em actually at that time a lot of us were not very happy because their idea was to have really large em first language classes... and then to have really small em remedial classes but because of the the timetabling er obstacles and (...) and then we ended up with not having any (reme...) because otherwise

[19:00]

**T:** The classes will be too small and other class will be too large... so in order to even everything out... we ended up... you know... not being able to to to have you know... specific remedial classes

**R:** Um... er first language classes mean students who are very strong?

**T:** Who are very strong and also... kind of forced them to take the IGCSE first language exam as well

**R:** IGCSE... so they don't take the DSE?

**T:** They take the DSE... but um in S5... which is just now... they took the IGCSE English as a first language exam as well... yeh...

**R:** I see... and for these remedial students... they won't take the IGCSE examinations?

**T:** Well actually all all students in form four... we offer them the choice to take the IGCSE English as a second language exam... em in the past it was mandatory... um in recent years we made it.... you know voluntary... and so fewer and fewer student take these exams... but some students still take them

**R:** Would that pose challenge to teaching because they have... you need to prepare them for two public examinations?

**T:** Well some some teachers think it poses problem to teaching... but I mean

[20:00]

**T:** English is English... I mean... especially for the English as a second language exam it's just testing the four skills anyway... reading writing listening and speaking... and yes I guess... I mean it's probably beneficial to the students if you do one or two past papers with them but that shouldn't take up too much time... I mean generally the skills required to sit these exams are the reading writing listening and speaking skills anyway so...

**R:** Right I see... and er let's move on to here... and you mentioned that you want them to feel comfortable with using the language... or at least not to fear or hate it... do many of your students are actually hate or fear using the language?

**T:** Um... in this class... er I guess in this class... hate probably not but some of them are quite reluctant to speak

**R:** And the reason is?

**T:** Um some... for some of... I think maybe one girl... the reason is that she is just naturally shy... I mean but for some of the others... because um they don't want to make mistake... they don't really... yeh so

[21:00]

**T:** But I mean... generally I mean most of the students... I mean I would say eighty per cent of the students are comfortable using English... but there are a few who are not

**R:** Okay so your aim of helping those few is to make them not to fear or hate the language

**T:** Right but even for the other eighty per cent I mean I just want to build on their their... you know their confidence as well

**R:** Er and so you mentioned that you would recommend them to and giving them access to age-appropriate and interesting materials... what do you mean by age-appropriate materials?

**T:** Um because I I I guess the the challenge of a lot of English teachers in Hong Kong face as well... um I mean it's one thing to you know... say you guys should read something... but it's another thing to find material that is appropriate in terms of um I guess... intellect age appropriacy and also English ability... for example...

**R:** The the level of...

**T:** The level... the level of difficulty... because some of the book set... you know maybe at their level of maturity that they are able to to read... um maybe

[22:00]

**T:** The language could pose a problem to some of them... whereas if you find something um that... you know they could comfortably read in English maybe the ideas are a bit juvenile... so they might not be interested.. so I I mean I've tried very hard to try to find things are interesting and and I guess one of the things I do is to um... because I have a lot of e-books already on my on my hard drive... so I just kind of put them on Google drive (...) some some of them actually asked me do you have this book? do you have that book? and I try to share these with them as well... um I also try to share movies and TV series with them... to encourage them to basically use English outside the classroom... so you know... try to watch more English language films and TV series.

**R:** Right that's why when I observed some of your classes... er students enjoyed quite a lot... like the mermaid class... the third observation ... and also the class about jobs... the different jobs... and all these are what you meant by

[23:00]

**R:** Interesting materials... and but would it be very difficult for you to prepare all these materials that suit their level and suit their interests?

**T:** It is... I guess a lot of it is trials and errors... I mean I mean this form five is my sixth year teaching form five at this school... so um I mean the the workplace unit... the sustainability... this has been around for for a few years already so I mean I I throughout these years I've I've created stuff that works that I've used... recycled and modified... and I've also created stuff that didn't worked... and if things don't work... I just don't use them again... so I mean it's it's okay but I always have things to fall back on so I always are able to add maybe one or two exercises to the the the (lesson) and the thing is I try to encourage sharing among teachers as well... so everything I have created I put it in the folders to share with the other teachers in the department so they are free to use... you know any of the materials that you've seen in my class as well

**R:** I see... and other teachers would share as well?

**T:** Well... this is the the culture I am trying to encourage because

[24:00]

**T:** I'm I'm... some teachers are more willing to share than others... other teachers feel like oh like this is mine and so...

**R:** Alright I see... and shall we also have a look at all of these good practices that you identified? I've actually sent you this...

**T:** Yes I've actually seen it this afternoon... it's okay

**R:** (...) I got my interpretations here... but I think maybe some of my interpretations may not be correct

**T:** Right

**R:** So would you just have a look at that and tell me whether my interpretations...

**T:** I've looked at it...I think I think it's it's it's okay... I don't I didn't see any... you know... problem

**R:** That everything is okay?

**T:** Yeh I think everything I I didn't spot anything I don't really (... change or otherwise misinterpreted...)

**R:** Okay [...]

**T:** Yeh actually I like how you kind of you know (...) one comment down into three parts as well to highlight the different...

**R:** Ar right

**T:** Yes so I mean...

**R:** Have I like missed anything or

[25:00]

**R:** Anything that you like to add?

**T:** No I think I think you've got (...)

**R:** For that... for quest... for number eight...

**T:** Number eight?

**R:** And you mentioned that er it is to support the weakest writers

**T:** Yes

**R:** So you have the ideas in mind of supporting the weakest writer when you designed this task... but what about those who may not need this support? would they think that this is too simple?

**T:** For the students who don't need the support... actually for them it's it's just the a planning stage... I mean a lot of teachers or or you know... student teachers they are told to... you know... get the students plan before... so the the the the process of writing... so you plan... you write... you you edit and then you review and you share and then get feedback so it's a process of writing... so I'm just trying to break things down... cause usually a lot of teachers when they ask for the first draft... they just ask for the first draft immediately... um and then but the thing is

[26:00]

**T:** The the thing before the first draft... sometimes some teachers kind of do a mind map with just a few words and a line... but then I I feel that there is some kind of gap between the mind map and the first draft... so basically for this activity um it's a bit more than the mind map which is you know random words you know... join together with strings... it it's like they actually have to think about the sequence of their ideas as well... but then the the the requirement of of being able to communicate the ideas... you know precisely with language is taken away because they simply need to state what are the key ideas they want to include in a piece of writing... and in what order they would come in

**R:** So it's not just for the weak learners or the weak writers... it's actually for everyone?

**T:** It's for everyone but I I feel that this this helps the weak learners because a lot of time as well when I receive a draft... um I... some of the students have not tried very hard... so I want to... you know... help them use their time (wisely) if you

[27:00]

**T:** You know... put in the time to create something... that's not very useful for the con the subsequent drafts anyway it may as well you know... slow things down a little bit... break things into the smaller chunks um... and also so the and also in terms of... because in S5 there are you know... they don't have a lot of time... there are a lot of different subjects (there are a lot of tests) so the one thing they always complain to me about... you know what I (set work for themselves) you know what (... I don't have a lot of time to do this one) but then I thought by asking them just to list the ideas down in bullet points... I mean it's not the same amount of time required to actually write a first draft... so and and yet they can they can start you know thinking about their ideas in a sequential order which could easily be... you know translated into the first draft where the ideas are kind of er... you know... appear in the coherent order in sentences and paragraphs

**R:** So it's more like scaffolding their learning... step by step...

**T:** Yes ... scaffolding their their their their writing... yeh trying to... I mean usually

[28:00]

**T:** In an exam situation... all these would happen... you know... very quickly they will look at the questions... they would think about and they would probably start writing on it... but I mean this is actually one step I want them to take in the exams before they actually start you know... writing... I'll just you know... a few bullet points... have a clear idea of how to write... so yeh it's...

**R:** So this is a skill that you want them to apply also in the assessment?

**T:** Yes yes

**R:** But what about 10A then? If we move on to 10A... it's over here... you mentioned that you'll break the articles into seven parts... very short segments er it's more manageable for slow learners... and so what about those reader? would some of the readers find it too simple if they don't need this support?

**T:** Probably probably.. um I kind of (not) remember exactly how much time I've given... but I try to... you know usually given the time...

**R:** I think it's roughly ten minutes

**T:** Yeh... was it ten minutes? that was a long time [...] ha ha

**I:** It's five or ten minutes

**T:** I think five probably cause I usually try to

[29:00]

**T:** You know... given time so that you know... for the even for the er average reader... they would comfortably be able to finish reading you know, that part in time... plus you know... just you know maybe ten per cent extra just for the slow one... I guess for the quicker ones... they get they finish and then but the thing is I'm not too strict about them doing other things in the class if they have finished... so I mean if they quickly (...) finish what they have to do... and then they could you know... maybe do some of the work for the other subjects while they are waiting for... I don't really mind that neither

**R:** So am I right to say that when you plan all of these activities... you usually have those slow learners in mind or the weakest writers or the slow readers? you usually have this group of learners in mind when you plan all these activities... am I right to say that?

**T:** Sure... you can say that... um I I guess if you say I'm not helping the er... that would be a bit frustrating for the you know strong reader... who has nothing else to do during the time... (you just sit around...)

[30:00]

**T:** And I guess it's probably true... um and I can probably do more to design task for them... I guess I I think (...) as well I mean sometimes I go through the vocab... you know of the passages (...) as well... and I think in in this kind of exercises... probably the the stronger ones will benefit more because first of all... they are the ones who actually pay attention while I go through these... and at the same time... um yeh I mean in terms of retention I think it's easier for these stronger ones to kind of retain these these ideas anyway as well so... yup

**R:** And for twelve... you mentioned that these activities allow stronger students to support weaker students in a natural way

**T:** Oh this is when they speak to one another and...

**R:** One another

**T:** Yeh... when they have to get ideas... so fill in the information gap... and I say you have to speak to each other instead of just copying the ideas from each other

**R:** Right so they could... so the strong students could help the weak students... but what about the strong students themselves? will they find it beneficial to them?

**T:** Um I I guess

[31:00]

**T:** It would... because in order to... I guess they have to think about you know... be aware of the other students' ability when they communicate ideas with them... and this kind of micro-skill is is something that you can apply to the the paper four of the DSE cause when you have group interaction... um you don't just want to have you know... four students just you know... talking about their own ideas you really want to them to genuinely have an interaction and to in order to to have um an interaction you need to make sure your listener understand what you're saying... so you need to fine tune your language... your pace to whatever is is okay for the other person to receive these ideas

**R:** So they won't find it not challenging to them?

**T:** I I I haven't seen any...

**R:** And they are willing to help one another?

**T:** Yes I mean sometimes um I guess I've noticed that you know... students slow down or they repeat or they spell word out... and then but I mean it's the same

[32:00]

**T:** Student giving the same information to different people when they work in different groups... so you know when too strong students come together the the exchange is very natural just you know... these are my ideas and let me tell me your ideas and then you just (know it) but then when the strong um students meet a not so strong student... they might say these are my ideas and sorry you need to slow down and it's it's kind of... cause I'm not forcing them they're just doing in their own pace so it's it's a low risk environment and they can just you know genuinely practice even the language of asking people like can you repeat this? can you slow down? can you spell this out for me?

**R:** And that's why you won't put them in groups? you let them talk...

**T:** Roam around and

**R:** To one another... so they got the chance to talk with strong students perhaps and also weak student?

**T:** Yes yes right

**R:** I see [...] why do you think it's so important to expose them to language use authentically? in the authentic setting... because I see you use quite a lot of materials

[33:00]

**R:** For example from the SCMP... or from the YouTube... and what are the reasons behind?

**T:** Well I mean... once they leave school... they the I mean... in order to... I guess the the things they will be exposed to a gen genuine one you know authentic pieces I don't think once they leave school they'll... you know... nothing could be dumped down for them... and so they need to be aware of you know... in order to use English to communicate to to comprehend things you know... in the outside world this is this is the level they're they're at... so I don't need I don't really want to the the the problem I'll take (...) the text are usually dumped down a little bit or graded so its... sometimes it's okay but I'll sometimes it's also a little bit unnatural as well

**R:** But what about the weak learners that you mentioned? would that be an obstacle to them?

**T:** Well and that's why I tried to create scaffolding (...) so basically the the materials was authentic and for everybody I want them to understand whether you are strong or weak students... and this is what you would be dealing with

[34:00]

**T:** You know in the outside world... um if you want to read a paper this is the type of you know... difficulty that you know... the the articles are written... but I I guess in my lessons and I try to kind of create a kind of scaffolding I mean even some of the vocab I go through in class I'm I'm sure that um not every student will will... not every word will be beneficial to every student cause some of the students might (...) some of the words are covered already but maybe some of the words I've highlighted is is unknown to or a few students and that could help them in that way as well

**R:** Um um... so it's the through you're helping those learners through scaffolding? but not [...] but still using authentic materials?

**T:** Yes

**R:** Not like leveling down... just to suit their needs?

**T:** Yes yes... and and and I guess and the one thing I do to help them a little bit is to cut things down cos one actual article could be quite long so one of the activities you saw... I actually cut that's actually one article I found online... I cut it into the seven job parts so they only have to

[35:00]

**T:** Read about one job so it's a smaller chunk and it's easier to handle... but I mean in other cases like the mermaid... I I mean I also cut those into but then I think those which are like in three parts or something so it's a little bit more... and sometimes I get them to read the whole article... so depending on on the the text and type of activity I have do so they read um you know authentic material in varying lengths as well... and some of them I guess... would help the weakest students more

**R:** Would that be helpful to their public examination however?

**T:** Well again I mean like I said it's it's [...] I guess yes or no... um I want to raise their you know... help them improve their range of vocabulary but at the same time you never know what words will pop up... that will pose a challenge to them in the public exams so I mean my aim is just really just to to broaden but at the same time I mean hopefully some of the questions I said would would help them er you know... with this practice of skill of trying to to to make a prediction

[36:00]

**T:** Of what an unknown word could be based on the... so um sometimes when I set questions... I would try to um see if they can use the skill of being able to infer meaning

even if they come across the word they have no idea what it means... maybe by looking at the paragraph and you know what comes before and after... they can maybe make an educated guess... and that is actually an exam skill as well for for the reading comprehension

**R:** So you'll incorporate all these examination skills into your teaching?

**T:** Into...yes some of the worksheets or the questions or the way I... you know ask them to to work with the the materials

**R:** Is that the reason why I see some of the materials in... one of the um... reading comprehension... this worksheet... and you've got all these marks here... five and one...

**T:** Oh ya how many points there are (...) kind of help them understand yeh...

**I:** Examination skills?

**T:** Well yes... and also to kind of help them there are five key points I want to get from this part... because sometimes it's yeh... so they could keep looking or... you know they know they've got all the points

[37:00]

**T:** They can (...) to this question

**R:** Um... is there anything that you do to prepare them for the HKDSE... explicitly?

**T:** Um I mean we we do also do exam practice obviously I mean I don't want to show you those cause that's quite boring... but um what mean like like all schools in Hong Kong who take the HKDSE... we also get students to buy mock papers... but unlike other schools I mean in my previous school... senior form is I I guess... sixty seventy per cent paper drilling... whereas in our school... um we do what but I mean we bought a set of eight... um and I left four for S6... so I will be looking at four sets this year... and I've only used two at the end of form five so and I've kind of you know spread everything out so that maybe um once in a month we would... you know work on the reading assessment of one set and then maybe next month... we'll work on the listen component of paper three and then maybe later on we'll work on the integrated skill component

**R:** So you're trying not to focus too much on the examination?

**T:** Not on purely on exam

[38:00]

**T:** But at the same time I need to um... help them become aware of the expectations as well so they need to be aware of the format and (everything) so...

**R:** But what about the students? do they like this arrangement?

**T:** Some students prefer ... some students actually prefer more exam-oriented or I mean in all the years I've taught here I've I've had different request you know... some students said oh this is great I won't have to do this so much... you know drilling... but some students say can you please do more exam drilling? so I I I guess it's hard to you know... cater to everybody but I try my best to you know... so there is a bit of exam... and there is also... but the main thing for me is to make it... I mean even when we do exam there are... it's harder when we have to use the exam material and I tried to make it interesting as well... but sometimes it's very difficult when it's it's just if they have to listen and they have to go through... and and so I mean what I do is I mean obviously I'll play them the for example I'll play the listening track and then I'll get them to do it themselves but um... I'll I'll maybe normally what I'll do is if it's a not a a time assessment where we have to record the marks

[39:00]

**T:** We'll do it in class er one task at a time... I'll get them just swap with each other and then I'll go through the answers with them but at the same time I'll also ask for

alternatives because one of the problems of the DSE is... I mean just because something is not in the answer key doesn't necessarily mean it's wrong because there could be alternative answers and this is where the class discussion comes in so... when I go through answers with them I'll always ask okay does anybody else has you knows (...) alternative and wanna check with me... this is where they said oh would would this be okay as well? would this be acceptable? And then this is where I taught you know... about we focus on the questions and what is asking and whether or not the alternative actually answers what is asking so through that activity... I'm raising their awareness of you know... try to read questions carefully and focus on the requirements of the questions as well

**R:** You mentioned about recording marks

**T:** Yes

**R:** And in these activities you ask students to exchange their answers and check with one and other... and then you'll record their marks... and what is the propose behind?

**T:** Well because we have a

[40:00]

**T:** Continuous assessment grade and the exam grade as well... um and in the continue... I mean for both continuous assessment and exam grades er we want to have a breakdown of the the marks of the four skills to see how they perform... and so in our school exam grade is are consistent throughout the form but CA marks are not because as as I said earlier... different teachers do different things so actually allow teachers to come up with their own components of the CA mark... um but the CA mark is only... um the components where teachers are free to to... so there's a only like a thirty per cent mark difference in one one one class could be doing (the difference) to the other

**R:** So er this would go to their CA marks?

**T:** Yes

**R:** What they do in class will go to their CA marks

**T:** Yes but... this is part of their CA mark... another part of their CA mark would be the homework that they do like the writing that they do... so these are also consistent through the form but the it's considered as continuous assessment because we do process writing... um and also

[41:00]

**T:** The the ELC... the the little booklet where they keep the record of all their reading and writing... the reading and er watching... viewing (outside) have you seen that (I'll show you) [...] so each student in our school has one of this booklet from S1 to S6... and we encourage them to um read um and watch and use English as much as possible outside the classroom so er... each month they have to fill two pages for us... so um they have to talk about

[42:00]

**T:** The other books that they've read... the articles they've read... the things that they have watched and how they use English outside the classroom

**R:** So this is for their independent learning?

**T:** This is for independent learning... but this is this forms a ten per cent of the CA mark... and so and this... allows me a chance to create a dialogue with them as well... um to see what they've been reading and watching I can give them feedback.... and also if the if they enjoy something... I could also recommend something maybe by a similar actor or director or author.. so that they can you know watch it read it or...

**R:** So every student in this school needs to fill in this every month?

**T:** Yes (...) once a month to... and the expectation is they have to read em continuously at least one book... two articles... four different types of viewing records... so they can't have four films and four episodes of the drama they have to have four different completely different genres of viewing record... and also one um activity where they use English outside the classroom

**R:** Right I see... this is (...) do you think

[43:00]

**R:** I can have a copy of these?

**T:** Um I I don't actually have a spare one left I think the office might have one... maybe when you're done you can go down to the office and see if we can get a spare copy

**R:** Thank you... here is a summary of all the... good practices [...] the summary of all the group practices... which do you think is or are the most important among all of these? Especially supporting the group of learners as observed?

**T:** Okay um well I guess... I mean for for all groups... it will be this but especially for students who are not so strong or as confident... I guess...

**R:** That is B... to arouse the student's interest of learning and using English [...] and that's why the the method that you used is to use authentic materials... materials that suit their levels and their interest

**T:** Yes um...

[44:00]

**T:** [...] I guess F would be important as well

**I:** To facilitate meaningful and productive learning experiences for all learners... it's actually somehow linked with B isn't it? because you want them to [...] communicate with one and other...

**T:** Yes well interest B... I guess I guess if it's meaningful then... it's easier for them to have an interest in something... if they see something and it is meaningless... then I guess their level of interest will you know... (maybe) drop drastically as well... but um some something are interesting but could be meaningless as well... I mean they just see (...) fun but I want to create things I mean one of the the things that I think they enjoy is um... the the job application and the interview they did... you know...

**R:** Cause that's meaningful to them

**T:** Yeh because I mean I mean of all the things that they write in high school... they probably would never have a chance to write a poem or a short story you know... or an essay again in life... um once they

[45:00]

**T:** Leave school but I think job application and cover letters is something that you probably have to write a few times in their life as well... so and also the interview process even though it's like a a fake interview you know... and the interviewer is just their fellow students but... the idea of preparing for the interview... um and also to prepare them for the interview I ask them to prepare the interview as I actually have different articles and YouTube videos as well for them to watch as well so... um so at least at this early age... at least they have the ideas of what they need to do... when eventually they need to you know... prepare for their first interview

**R:** So it's meaningful to their life?

**T:** Yes

**R:** It's not meaningful to their examinations or assessments...

**T:** Well for for the job interview one I guess it's less examination... it's more meaningful to life but at the same time because it's meaningful to life... um maybe as they read it they

will pay a bit more attention... um and and the whole idea of doing... I mean anything really is just to expose them to [...] as much as possible

**R:** Right... so that's B and F and...

**T:** Um [...]

[46:00]

**T:** I guess... I mean... do you want me to just pick one... or or...?

**R:** So do you think B and F are the most important?

**T:** Probably probably [...] yeh I guess it's it's important I mean... all the others are important as well... but if you want something that (is the most important)

**R:** It's B and F

**T:** Probably B and F

**R:** Okay right... and er here I got some practices as informed by international literature... maybe helpful to facilitating the learning of all students (...show your this here) and if you think about the groups of learners as observed... how important do you think are these practices?

[47:00]

**I:** Would you try to rank them here? [...] would you like to put those most important practices over here and the least important practices at the bottom?

[48:00]

[49:00]

[50:00]

**T:** Maybe like this... ha ha

**R:** And how did you come up with this order?

**T:** Um [...] I I guess... for me... um you know students being active and taking responsibility for own learning is the most important because um as their teacher... I may see them I mean depend on what form I'm teaching maybe I'm teaching them for a year or three years at most but once they leave my classroom what are they going to do? so I want to really establish... well I don't want to say good learning habit but I mean for English at least I think... I want them to you know keep using English in a meaningful way and so... in the you know... these years I'm teaching them I try to

[51:00]

**T:** Help them create good experiences with English so that they... you know will continue to use English... and I'm sure I mean I mean as they go out... they will probably you know watch things and see things and come across items they don't understand but... how do they address these issue? do they just simply give up? or I mean do they have ways to work out what it means so (they actually bother to go) and look up what the word mean or... do they you know... try to you know... (internalising) so this is for me... I guess er

**R:** That is for the life-long learning?

**T:** Yes

**R:** Is this booklet also an attempt to achieve this?

**T:** It is

**R:** It is... so that's why number six would be on the top... then what about the others?

**T:** Um I guess the the least important...

**R:** Is to encourage them to support one and others?

**T:** Yes I mean I I guess it's ideal if they do it but... you know compared to all the other things... it it it doesn't matter if not all of them are able to support one another... um I mean it will be great if they can... but when you talk about you know other things

[52:00]

**T:** Like establishing you know... a positive atmosphere where we respect each other I think that's probably more important than them actually going in you know... and giving a hand (to help each other)

**R:** Right... but I observed that there were quite a lot of groupwork in your class

**T:** There are... and I'm not saying it's not important but I'm just saying compared to all the others I would also like to see that as well

**R:** So what is the propose of putting them in groups and asking them to work with one and other? would you like them to support one another... or would you just like them to engage in a genuine communication activities... a meaningful...

**T:** Yes the genuine one communication activity is probably what I'm aiming for as well as you know like a positive atmosphere and to build rapport um...

**R:** So it's not for the like the stronger student to support the weaker students?

**T:** That that would not be... that would that could be rather the... I guess the side effect and that that's great if that happens... but that would not be (...) objective

**R:** That is not your major purpose when planning all these activities?

**T:** Yes cos I mean for for the students... I guess

[53:00]

**T:** It's beneficial for both the student who's helping and the student who would be helped if it happens... but if it doesn't happen... I mean I I guess students can still learn and still have fun and still you know... um find something useful in the lesson

**R:** Okay so that's why number three would be at the bottom

**T:** Yes

**R:** So what about this group... nine and five?

**T:** [...] I guess the the positive atmosphere is... I mean I guess my idea of you know... not... fearing the lesson or not hating the subject so I mean generally if they have a a positive feeling when they come to English classroom... I think that's part of my success as a teacher in helping them prepare them to be more receptive to language and to the things that they pick up

**R:** So you have good quite a good relationship with them?

**T:** Yes... yes and I think that's actually quite important... I'm er I mean I've seen

[54:00]

**T:** You know... teachers you know... or maybe other subjects where um the student simply refuses to learn not because they have anything against the subject in particular maybe they just don't like the people and teacher sometimes the teacher or other classmates... and that could be a a huge you know... barrier to the student's learning... so and and that's for me... it's very kind of stupid as well because I mean you're there to learn a language but then you have all these external factors that's affecting your your attitude and your motivation towards learning that... you know... things so I mean that's for me is very important

**R:** I found that they quite like to talk to you... your students

**T:** Yes yes yes... and I guess I mean... to help students move forward this is you know why we are here I guess to help I mean whatever level they are... I mean different students have different kinds of barriers and they need different kinds of scaffolding.... so...

**R:** So the scaffolding that you used... for example... is to break their reading passage into

[55:00]

**R:** Smaller segments

**T:** That's one thing as well

**R:** And to teach them the vocabulary

**T:** Yes and also maybe to to to build their reading habit... I mean I mean I try to... it's different I mean... for some students I'm still at the stage of trying to find the right book for them or the right author for them or the right genre for them... um other students are have more success... basically I've identified... you know the areas that they are interested in and maybe they've read a few books... or at least one book that they really really enjoyed... then at least it's it's easier for me to give them further recommendations or maybe from a book to er movie or TV series or vice versa or from a movie that they really enjoy to maybe the book or whatever that is related... so... yup... so it's not just about you know a reading skill or I mean... and also I guess speaking as well... I mean um some of the students at the beginning of the year they really refuse to say anything at least now I can maybe sometimes get a few words from them by you know (point them) so for me that's some kind of progress as well

[56:00]

**T:** Whereas other students... I mean they were vocal before I even started teaching them so for me that... I don't have to do much in that regards but I mean in all areas I would like to help students move forward

**R:** What about four and eight? you put them at the bottom

**T:** Um... well I guess participation is important but participation does not necessarily mean putting a hand up and answering or something I mean as long as they... take part in the activity right if they read what I ask them to read and and do what I ask them to do that's that's participation already um but I put it dow the bottom is because I believe that if I can achieve number six and nine... I probably don't need to worry too much about four because that would probably happen anyway... I mean I don't I can't see four not happening if I can achieve six and nine... um yup and er

**R:** And one of the means how you achieve

[57:00]

**R:** Number four is by having the paper on the (...)

**T:** Yes and that's actually it it's it's to encourage some students because I I mean ten per cent of the CA is this ten per cent of the CA is... language policy that's what we call language policy so it's actually a two two things we look at... um if they use Chinese... I will deduct marks... if they use...the thing is... originally right at the beginning is is everybody starts to have ten... if they use Chinese they lose marks but then I soon realised that students who never say a word in class that means they get ten out of ten (that doesn't make sense at all) so I told everybody... everybody starts at zero if you use English... you get plus one if you use Chinese you get minus one

**R:** Right... okay...

**T:** So then... that kind of encourages them do a little bit more but then for the students who are very you know (...) anyway they don't... I mean if you look at my sheet... they only need to get ten to get full mark and some of them are like twenty something already so... but some of them are still like six after a whole term... ha ha

[58:00]

**I:** What about number eight? assessment

**T:** Um I guess... again I mean assessment is as... assessment in in the school setting at least... is actually a tool for learning... I mean because by by you know doing the

assessment... then students can actually see you know... the areas that they need to... the area they need to focus on...

**R:** So it's quite important?

**T:** It is important um [...]

**R:** And is that the reason why you ask them to produce different drafts in writing and giving them...

**T:** Sure... but again I mean assessment is not the ultimate goal so that's why it's kind of towards the bottom as well... I mean the ultimate goal is to help them move forward and assessment is just one of the different methods to help them move forward in their learning... I guess... cause (it feedbacks onto) and I guess it's also (feedback onto one) recognising the importance of you know

[59:00]

**T:** Prior experience of learning... and I guess assessment forms part of the experience for their future as well... so um I mean I put them in the bottom not because it's not important... but because I guess a lot of this is covered in the other...

**R:** by those at the top?

**T:** Yeh

**R:** And teaching approaches to inclusive teaching? choices...

**T:** Yes I think that's important I mean but again I mean... if if if to in order to um get them to to actively take part and also to establish a positive environment I mean I'll try to use a lot of this cause I understand different students react differently to to different stimuli so I I try to include lots of... you know activities which involve or you know reading or watching or viewing or listening or moving around or interacting with people working (on one) so I try to incorporate a whole range of these different... so...

**R:** I think in every lesson I observed there're all these... the integrated use of all these skills

**T:** Yes yes... so I mean... so yeh

[1:00:00]

**T:** But that's mainly to create... to achieve this yup

**R:** So all of these... many of these are actually is to...

**T:** To fit into the ultimate goal of you know...

**R:** Involving them in the responsibility of their own learning... so that would be the ultimate order?

**T:** Yes yes

**R:** Right... and er so... is there anything about teaching a diversity of learners that you would like to talk about? or I have missed or you would like me to know?

**T:** Actually I I... it's it's interesting because um I mean I I just went to an SEN seminar... I don't know... in my class at least um none of the students has been identified with SEN... so the or I guess normal kids with just a range of you know ability but in um in other forms where we have streaming like the form four and form three for example... um a lot of... have come to realise that a lot of problems

[1:01:00]

**T:** In their remedial classes um... is to do with behavioural management as well and the reason is because when we stream we only look at their performance in exams and assessments... but obviously a lot of the problems with SEN would also not perform well... so in the end the percentage of SEN students in the bottom groups is actually quite large and and so one thing I wanna change next year as head of department is... I want to pull out all the identified SEN cases before we do the streaming... um and then I'll then scatter the SEN students back into all the different groups so that... the ratio of SEN and non-SEN

students (will be more) balanced with each of the classes... um and so that you don't end up with a class with over fifty per cent of the class population is SEN with ADHD... um I mean basically some of the descriptions of the teachers (...) they jump around and they they kind of react of each other so this is something

[1:02:00]

**T:** I want to address as well

**R:** So what you are suggesting is actually quite the same as the policy in grade five when you got remedial learners in each class

**T:** Well (actually not) right I still want to stream... I still want to have remedial students in my class but I want to separate remedial students from SEN students when I when we do the... I guess the the... streaming of the classes I don't mind SEN... I want SEN to be a separate factor... so I would stream all the non-identified SEN students first... but for SEN regardless of how they perform... um I would I would have have to look close at the case files and see you know... which class will suit them better to to help create this kind of positive environment and atmospheres as well

**T:** Right do you actually prefer the streaming approach than the grade five sorry than the form five approach? so you prefer putting all the remedial students

[1:03:00]

**R:** In a class rather than putting them... some of them each in every class?

**T:** I I think um I would lean towards streaming more than...

**R:** So all the remedial students in a class?

**T:** Yes and the reason I say this is because I even though we stream... I'm sure there will still be learner differences even though we stream students even in a mainstream class or even in a remedial class there will still be learner differences there will the stronger remedial against the weak remedial um but I think as a teacher... it definitely helps um if the... the ability of the students are closer together... then you... like even for activities like you know... the reading one I did there wouldn't be such a huge difference in maybe some students who take two minutes to read something and other students taking ten minutes to read something... I mean if I have a class who takes you know more than five minutes for example to read something at least it's it's easier to manage this kind of activity and that's painful for the more capable students

**R:** So you think it's challenging now for you to teach the form five class for example

[1:04:00]

**R:** Because there are several students...

**T:** A a a little bit but not too much because I mean the stronger ones are not that I mean yes they are stronger but compared to the first language class where um... yeh basically they're native level speakers where the teacher's responsibility should be in thinking of ways to stretch the (...) further... it's it would be impossible to do that if you have... you know extreme remedial students in that mix as well so I guess streaming is important... yup

**R:** Right... and you're planning to do that next year?

**T:** Yes... well basically we have we have always had streaming it just so happened that last year the way it was done got messed up so... only the form five SEN were not been streamed but we actually have streaming in S1 and also S6 as well

**R:** But what about some strategies you mentioned... say having stronger students to support the weaker students?

**T:** But even within a streamed class like I said there will be learner diversity

[1:05:00]

**T:** So even within the mainstream class there will be students at the top and of the mainstream class at the bottom and then they can still support each other as well

**R:** Um do you think having some students who are identified with having SEN in each class would disturb perhaps the um. the... the... the... classroom order?

**T:** Um not really because...

**R:** Or would teachers welcome this policy?

**T:** I I think it's important I mean for teacher's professional development anyway to have experience of SEN students I think it's um... also important to understand that you know the special... because there is such a diverse range of SEN not all SEN is related to the ability to use English um some might, for example, dyslexia it may affect their ability to read and write and therefore obviously their their marks probably would not be very good but at the same time they could be great speakers they could communicate well so in that sense... they can... when it comes to speaking exercise or group exercises they could they could be the stronger ones to kind of help the weaker ones

[1:06:00]

**T:** But in terms of writing maybe they are on the same page because they can't spell to (save their lives) at the same time... we also have some um students who have asperger and... maybe high functioning autism... their English could be very very good it's just that they have problems you know... dealing with the group... social activities and so these students actually have no problem being in the first language group either it's just that the teaching (...)

**R:** In terms of their language proficiency

**T:** Yeh in terms of language proficiency but then the challenge for the teachers is how to integrate the students socially with the rest of the class and when they come to pair work or group work or group projects

**R:** I think (...) it's just a type of diversity... so it's pretty much like this year in S5 you've got diversity in terms of having remedial students there.. and if next year... this policy... you would have a kind of diversity of having SEN students there... so it's another type of diversity... although some teachers may find it even more challenging to accommodate this type of diversity

[1:07:00]

**T:** But at least in terms of the language ability... they would be more or less at on the same page

**R:** Right so that would be diversity in terms of their special education need... rather than diversity in terms of their level of proficiency

**T:** yes yes [...] ha ha ha that's it

**R:** Right and so thank you very much!

**T:** No worries

**R:** Thank you very much for your time

**T:** Thank you

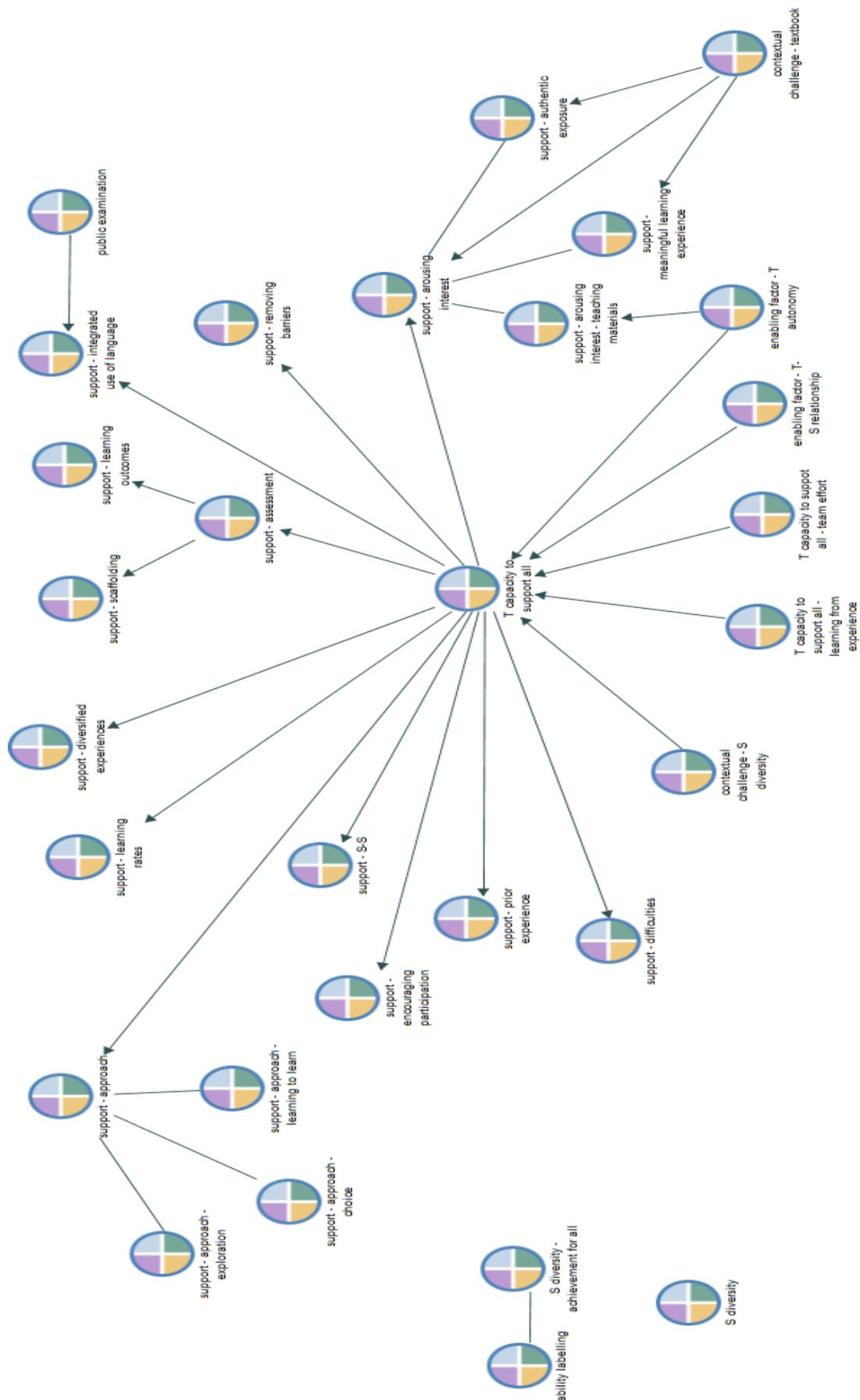
Appendix 9 Deriving a priori codes from Helen's self-identified inclusive practices

	<b>While Helen wrote...</b>	<b>This was to... [a priori code]</b>
1	[Ref <sup>1</sup> ] I always try to expose students to authentic reading / viewing / listening material that is related to our unit of study, which is Sustainability at the moment	widen all learners' exposure to the authentic use of English [authentic exposure]
2	[Ref <sup>1</sup> ] By including both text and video in the lesson, it is hoped that I can appeal to the reading/writing, visual, and auditory learners in class	design appropriate learning experiences to cater for learners' diversity [diversified experiences]
3a	[Ref <sup>1</sup> ] Through comprehension worksheets, I aim to help students arrive at their own understanding of the material individually at their own pace first, before going through the material as a class	help all students to move forward in their learning through scaffolding [scaffolding]
3b	[Ref <sup>1</sup> ] Through comprehension worksheets, I aim to help students arrive at their own understanding of the material individually <b>at their own pace first</b> , before going through the material as a class	accommodate different rates at which all students learn [learning rates]
3c	[Ref <sup>1</sup> ] Through comprehension worksheets, I aim to help students arrive at their own understanding of the material individually at their own pace first, <b>before going through the material as a class</b>	- support all students when they experience difficulties [difficulties]  - encourage all students to support one another's learning [Ss-Ss]
4	[Ref <sup>1</sup> ] I also have a habit of highlighting vocabulary (in context) that students may have trouble with	support all students when they experience difficulties [difficulties]
5	[Ref <sup>1</sup> ] and will create chances for students to reuse these vocabulary items in subsequent lessons / assignments (e.g. specific topics in students' weekly journals, vocab quizzes where they have to match definitions to words, etc)	recognise the importance of prior experience and learning to all students [scaffolding]
6	[Ref <sup>1</sup> ] The poster of participation record on the whiteboard reminds me which students have been less active and requires more direct prompting / encouragement	encourage the participation of all students [encouraging participatn]

	<b>While Helen wrote...</b>	<b>This was to... [a priori code]</b>
7	[Ref <sup>2</sup> ] I kept feedback on students' writing short and precise. They actually exhibited multiple problems in their work, but I only picked 2 to focus on (the meaningless use of "There is / are" and the structure of passive voice) in the hope that they will stick	- use (formative) assessment to advance learning and achievement of all students [assessment]  - support all students to attain the learning targets with desired learning outcomes [learning outcomes]
8	[Ref <sup>2</sup> ] I broke the writing task (a script for a self-promotion video) down and only asked for ideas in bullet points as holiday homework. This is to support weaker writers and to help them organize their ideas first before they even attempt to tackle the language required to communicate these ideas	- remove barriers to learning and participation for students who may require additional support [removing barriers]  - help all students to move forward in their learning through scaffolding [scaffolding]
9	[Ref <sup>2</sup> ] I tried to engage Ss with interesting (though frivolous) content related to the new unit of Career and Further Education	arouse learners' interests in learning and using English [arousing interest]
10a	[Ref <sup>2</sup> ] I cut a full article down to 7 parts so each student only had to read a segment – this was done to make the task <b>more manageable for slow readers</b> , but also to create an information gap that gave students a reason to communicate with each other	remove barriers to learning and participation for students who may require additional support [removing barriers]
10b	[Ref <sup>2</sup> ] I cut a full article down to 7 parts so each student only had to read a segment – this was done to make the task more manageable for slow readers, but also to create an information gap <b>that gave students a reason to communicate with each other</b>	facilitate meaningful and productive learning experiences for all learners [meaningful learning exp]
11	[Ref <sup>2</sup> ] I pre-empted their penchant to copy off each other instead of speaking in these exercises by setting a rule beforehand and by monitoring vigilantly during the activity	- encourage all students to support one another's learning [Ss-Ss]  - prepare all students to better support one another's learning [Ss-Ss preparation]
12	[Ref <sup>2</sup> ] The activity allowed stronger students to support weaker students in a natural way (slowing down, repeating, spelling words out for each other, etc.) in a low pressure environment	provide opportunities for students with more knowledge or skill in an area to tutor those with less [Ss-Ss mentoring]

	<b>While Helen wrote...</b>	<b>This was to... [a priori code]</b>
13	[Ref <sup>2</sup> ] and also paved way for the subsequent activity (a discussion in groups of 4 to rank these 7 jobs in order of desirability) by giving everyone the information they needed for the task	help all students to move forward in their learning through scaffolding [scaffolding]
14	[Ref <sup>3</sup> ] engage students with interesting material (video and article) about an unusual occupation	arouse learners' interests in learning and using English [arousing interest]
15a	[Ref <sup>3</sup> ] allow them to work at their own pace → share ideas with peers → report back to class	accommodate different rates at which all students learn [learning rates]
15b	[Ref <sup>3</sup> ] allow them to work at their own pace → <b>share ideas with peers</b> → report back to class	encourage all students to support one another's learning [Ss-Ss]
15c	[Ref <sup>3</sup> ] allow them to work at their own pace → share ideas with peers → <b>report back to class</b>	support all students when they experience difficulties [difficulties]
16	[Ref <sup>3</sup> ] give them an opportunity and a reason to communicate with each other authentically	facilitate meaningful and productive learning experiences for all learners [meaningful learning exp]
17	[Ref <sup>3</sup> ] expose them to language used authentically (as opposed to material developed for textbooks)	widen all learners' exposure to the authentic use of English [authentic exposure]
18	[Ref-3] practice a range of skills within the lesson (reading, listening, speaking)	promote integrative use of language to develop all learners' language competencies [integrated use of lang]
19a	[Ref <sup>3</sup> ] the activities (reading, listening, speaking) vary in level of difficulty <b>so even the weakest students can achieve at least certain objectives and practice using the language</b> , while the stronger ones are more readily able to pick up the new language items that they are exposed to	remove barriers to learning and participation for students who may require additional support [removing barriers]
19b	[Ref <sup>3</sup> ] the activities (reading, listening, speaking) vary in level of difficulty so even <b>the weakest students</b> can achieve at least certain objectives and practice using the language, while <b>the stronger ones</b> are more readily able to pick up the new language items that they are exposed to	design appropriate learning experiences to cater for learners' diversity [diversified experiences]

Appendix 10 Exploring links between open codes – An illustration (Helen)



Appendix 11 Exploring core categories based on conceptual density (Helen)

Textual segments coded	Conceptual density	Open codes
51 or above	Very high	[support] [support/encouraging participatn]
21-50	High	[support/scaffolding] [support/approach] [support/approach /learning to learn]
11-20	Middle	[public exam] [support/arousing interest] [support/assessment] [support/authentic exposure] [support/learning outcomes] [support/meaningful learning exp]
6-10	Low	[S diversity] [support/arousing interest/teaching material] [support/difficulties] [support/diversified experiences] [support/diversified experiences/learning progress] [support/integrated use of lang] [support/learning rates] [support/Ss-Ss] [support/Ss-Ss/preparation] [T autonomy] [textbook]
1-5	Very low	[ability labelling] [S diversity/achievement for all] [support/approach/choices] [support/approach/exploration] [support/diversified experiences/learning styles] [support/prior experience] [support/removing barriers] [support/Ss-Ss/mentoring] [T capacity] [T capacity/learning from exp] [T capacity/team effort] [T-Ss relationship]

Appendix 12 Locating extra supportive information to elaborate on the case (Helen)

With the selective code [support/meaningful learning exp] in mind, I revisited all the sources of evidence from the case of Helen again. I scanned them purposively in order to locate extra supportive information to elaborate on this core category of Helen's case in greater detail. The results of this are presented in the table below:

(Adapted from the *reference view* in NVivo)

[support/meaningful learning exp]
<p><b>Source: Interview</b> <b>File: HS_Intw_Transcr</b> 6 references coded [8.90% Coverage]</p>
<p><b>Reference 1 – 1.48% Coverage</b> [31:00] T: It would... because in order to... I guess they have to think about you know... be aware of the other students' ability when they communicate ideas with them... and this kind of micro-skill is is something that you can apply to the the paper four of the DSE cause when you have group interaction... um you don't just want to have you know... four students just you know... talking about their own ideas you really want to them to genuinely have an interaction and to in order to to have um an interaction you need to make sure your listener understand what you're saying... so you need to fine tune your language... your pace to whatever is is okay for the other person to receive these ideas</p>
<p><b>Reference 2 – 1.48% Coverage</b> [32:00] student giving the same information to different people when they work in different groups... so you know when too strong students come together the the exchange is very natural just you know... these are my ideas and let me tell me your ideas and then you just (know it) but then when the strong um students meet a not so strong student... they might say these are my ideas and sorry you need to slow down and it's it's kind of... cause I'm not forcing them they're just doing in their own pace so it's it's a low risk environment and they can just you know genuinely practice even the language of asking people like can you repeat this? can you slow down? can you spell this out for me?</p>
<p><b>Reference 3 – 1.48% Coverage</b> [44:00] T: [...] I guess F would be important as well I: To facilitate meaningful and productive learning experiences for all learners... it's actually somehow linked with B isn't it? because you want them to [...] communicate with one and other... T: Yes well interest B... I guess I guess if it's meaningful then... it's easier for them to have an interest in something... if they see something and it is meaningless... then I guess their level of interest will you know... (maybe) drop drastically as well... but um some something are interesting but could be meaningless as well... I mean they just see (...) fun but I want to create things I mean one of the the things that I think they enjoy is um... the the job application and the interview they did... you know...</p>

Reference 4 – 1.48% Coverage

[44:00-45:00] R: Cause that's meaningful to them T: Yeh because I mean I mean of all the things that they write in high school... they probably would never have a chance to write a poem or a short story you know... or an essay again in life... um once they leave school but I think job application and cover letters is something that you probably have to write a few times in their life as well... so and also the interview process even though it's like a fake interview you know... and the interviewer is just their fellow students but... the idea of preparing for the interview... um and also to prepare them for the interview I ask them to prepare the interview as I actually have different articles and YouTube videos as well for them to watch as well so... um so at least at this early age... at least they have the ideas of what they need to do... when eventually they need to you know... prepare for their first interview

Reference 5 – 1.48% Coverage

[52:00] R: So what is the propose of putting them in groups and asking them to work with one and other? would you like them to support one another... or would you just like them to engage in a genuine communication activities... a meaningful... T: Yes the genuine one communication activity is probably what I'm aiming for as well as you know like a positive atmosphere and to build rapport um... R: So it's not for the like the stronger student to support the weaker students? T: That that would not be... that would that could be rather the... I guess the side effect and that that's great if that happens... but that would not be (...) objective

Reference 6 – 1.48% Coverage

[53:00] It's beneficial for both the student who's helping and the student who would be helped if it happens... but if it doesn't happen... I mean I I guess students can still learn and still have fun and still you know... um find something useful in the lesson

**Source: Observation 2**

**File: HS\_Obs2\_Transcr**

*2 reference coded [4.32% Coverage]*

Reference 1 – 2.16% Coverage

[12:00] Yes that's a video CV thank you R [REDACTED] o it's a video CV... so basically for the speaking assessment for this unit... career and future education you have to create your own video CV... and because there is actually a competition... that's why I want all of you guys to to join the competition... and submit that to me as well... as a as a comp competition for your assessment...

Reference 2 – 2.16% Coverage

[20:00] Seven worst job in the world... and ba... I have cut them into seven segments... and later on you'll randomly pick one... pick one only but you know I've done this type of task before... and then here I got a worksheet where there are... you know... seven lines that you have to fill in too... can anybody tell me or can anybody guess what you have to do? you only have one of the seven jobs... but you have a worksheet you have to collect all seven... sorry? you have to speak loud... now we have done this many time... and I notice every time we do this... a lot of you guys will start by talking and then you just sit down and start doing this... and then there is no talking alright? so this is this is the rule... I noticed a lot of you have spoken today... I haven't mark the thing... I'm just

going to be marking during this activity today alright? so please do not copy... I would like you to walk up to... a person...

**Source: Reflection 2**

**<File: HS\_Obs2\_Ref2>**

*2 references coded [12.76% Coverage]*

**Reference 1 – 5.13% Coverage**

I cut a full article down to 7 parts so each student only had to read a segment – this was done to make the task more manageable for slow readers, but also to create an information gap that gave students a reason to communicate with each other.

**Reference 2 – 7.63% Coverage**

The activity allowed stronger students to support weaker students in a natural way (slowing down, repeating, spelling words out for each other, etc.) in a low pressure environment, and also paved way for the subsequent activity (a discussion in groups of 4 to rank these 7 jobs in order of desirability) by giving everyone the information they needed for the task.

**Source: Reflection 3**

**File: HS\_Obs3\_Ref3**

*1 reference coded [1.52% Coverage]*

**Reference 1 – 2.16% Coverage**

give them an opportunity and a reason to communicate with each other authentically