



dos pais, incluindo a compreensão activa dos alunos, o ensino com toda a atenção dos professores, o cuidado dos trabalhadores, embora no decurso do processo tenha-nos parecido que íamos ficar frustrados, derrotados e mesmo apavorados, tudo já passou. Com a cooperação suficiente dos colegas, a madrugada apareceu, os alunos de integração progrediram e esforçando-se constantemente concluem a segunda fase do estudo da vida – a formação da escola primária. Os alunos de integração estabeleceram as confianças mútuas, as ajudas mútuas e as relações harmoniosas com os outros colegas. Os professores vêem satisfeitos que não é só em termos de classificação, comportamento e autocontrolo dos alunos de integração que estes melhoraram; mais incomum é que os outros alunos aceitem os alunos de integração, esta se tornou uma rara oportunidade de aprendizagem, ajudando-os a entrar na sociedade, fornecendo uma experiência inestimável de contacto com outras pessoas.

A educação integrada pode fornecer uma plataforma para uma oportunidade de aprendizagem igual para as crianças, como na linha da frente lideram os professores, a repressão da emoção e o encargo espiritual deles não devem ser ignorados. Assim, a fim de executar bem a educação integrada, todas as condições devem ser correspondentes com flexibilidade e adequação: 1) o chefe da educação do governo deve dar apoio moral e material e assistência à educação integrada, deixando os alunos com deficiência poderem ser colocados e voltar para a vida normal, garantindo a boa execução da educação integrada; 2) As escolas devem preparar bem a disposição específica da educação integrada, estabelecer os departamentos especiais, responsáveis pela execução, bem como ajudar a resolver

os problemas de execução no processo, fornecendo os materiais necessários de aprendizagem; 3) os professores devem criar programas individualizados de educação para os alunos da integração, preparar bem os trabalhos do ensino e da orientação, bem como o projecto de desenvolvimento das relações com os pais, na prática docente, é necessário orientar, inspirar e motivar os alunos para exercer a educação integrada, cultivando a sua consciência, autoconfiança e sentimento de pertença; 4) Os pais devem conhecer suficientemente a necessidade e a inevitabilidade da educação integrada, entendendo completamente o plano da execução dela, fazendo bem os trabalhos de comunicação e ligação entre os pais, os professores e as escolas, a fim de garantir que a educação integrada pode ser exercida real e totalmente.

Acreditamos que sob a liderança da educação e os esforços conjuntos de escolas, professores, alunos e pais, a educação integrada vai germinar, florescer e frutificar. Podermos ver, com satisfação, o sorriso confiante e o sucesso dos alunos de integração, este é o estado actual da florescência da educação integrada.

Lin Yu Yan e Qiu Si Min (as professoras da Escola Primária Luso-chinesa Da Flora)
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Para mais informações

Sobre aplicações de Educação Integrada , por favor, procurar na página electrónica de DSEJ>Pais>Escolas de Macau , ou <http://appl.dsej.gov.mo/eduenquiry/edu/eduweb/schinf/schlistmain.jsp?lang=p> ou ligar para o telefone: 28401010, nas horas de expediente, para o Centro de Apoio Psico-Pedagógico e Ensino Especial da DSEJ.

03

Also Talk About Integrated Education

"Equity" and "Being Treated Equally" are the rights of every human being. As a life in this world and living in today's society, every person should be treated equally. Today education is commonplace and people are open-minded and civilized. Every child goes to school no matter he comes from a poor or rich family. It is regrettable that schools are divided into general school and special school. In this way, those children studying in special schools are being labelled. May I ask? Can the labelled children be treated equally? Absolutely not! Only the implementation of integrated education can change this phenomenon. In this way, all children of school age can be treated equally in their learning. What is integrated education? According to composite conclusion, integrated education means providing equally high efficient educational chances and related services for special children of school age so that all children who have special needs (children who have limb and trunk impediment, mild mental retardation, visual impairments, hearing impediment, autism, special learning impediment and hyperkinetic disorder) can learn together with ordinary children in a classroom; participate in school activities and grow up together.

Integrated education originated from American Civil Rights Movement. The American Civil Rights Movement protesters initiated the slogan "Separate means unequal" and demanded that people of different races participate in social activities equally. The slogan of Civil Rights Movement had profound inspiration on the development of special education. Knowledgeable people believed that as the purpose of education was to educate people, why education was divided into general education and special education? Actually it was a question that the educational authority needed to ponder. Human beings are the most intelligent creatures. If educational authority could build up learning environment and suitable teaching contents allowing the children to compete and affect each other or adjust existing teaching configuration appropriately, they could satisfy the needs of all children. Thus children would develop vigorously, have increased confidence, integrate into the community group and step into society aggressively. They would know how to take care of themselves and they will never become the burden of society.

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For many years in teaching career, we had taught in ordinary class. In recent years, we had the chance of accepting duty to teach students who had special needs. In the beginning, I thought over and over and was restless and uneasy. I worried whether it would bring psychological fear to normal students and delay teaching progress and class rules would be out of control....., furthermore I worried whether I could control these several students with special needs. It was lucky that with full support from school, parents' full cooperation, tolerance from students, teachers' attentive teaching and school assistant's care, everything was over even though we had underwent difficulties, frustration and awful puzzles. With full cooperation from colleagues of different units, twilight came. These hard working integrated students improved continually and completed their second stage in life --- primary graduation. The integrated students built up harmonious relationship of mutual trust, assistance and accommodation with their classmates. Teachers were joyful to see that integrated students improved not only in their studies, conduct and self-control but in all other aspects. It was even more precious that other students could accept integrated students inclusively, and providing them with a valuable learning chance to have precious experience before they stepped into the society and communicated with other people.

Integrated education provided an equal learning chance platform for children. We could not overlook the teachers, who were the frontline leaders, contributing energy, suffering from emotional stress and mental burdens. Therefore, it needed flexible and appropriate complementary conditions from different aspects to furnish good integrated education: 1) Senior government educational leaders needed to provide mental and material support and help to integrated education, allowing students who had body and mental impediment to return to their mainstream and normal life, and ensuring that integrated education was implemented smoothly; 2) School needed to arrange well integrated education in detail, setting up specific departments responsible for the implementation stage

and solving different problems which would appear in the process of implementation, and providing necessary learning data. 3) Teachers needed to design individual educational program suitable for integrated students, to prepare well for teachings and counseling and schedule meeting plan with parents. In the implementation of teachings in detail, they needed to lead, inspire and motivate different kinds of students skillfully to implement integrated education altogether, so as to cultivate the students' feelings of self-consciousness, confidence, success and belonging. 4) Parents needed to understand fully that integrated education was indispensable and inevitable. They needed to understand the plans well, prepare well for contacts and communication between parents, teachers and schools and ensure the comprehensive implementation of integrated education.

We believed that with the collaboration of educational leaders, schools, teachers, students and parents, integrated education would be in bud, with flowers in blossom and fruitful results. Everyone would joyfully see the laughing faces of integrated students full of confidence and success. It represented that the flower of integrated education was blooming fully.

Lam Yok Yin, Yau See Man (Primary teachers from Escola Primaria Luso-chinesa da Flora)

Excerpted from: 《Teacher's Magazine》19th Issue, December 2007

For enquires

Information of schools which carry out Integrated Education, please browse the website of DSEJ>Português >Pais >Escolas de Macau, or <http://appl.dsej.gov.mo/eduquery/edu/eduweb/schinf/schlistmain.jsp?lang=p> or contact the Centre of Psycho-pedagogical Support & Special Education of our Bureau during office hours. Tel: 28401010

04 关注澳门青少年压力管理危机

数月前，澳门一名女学生与母亲发生争执后，从所居住的单位房间内跳楼自杀。在此之前，亦又有一名中学生因感情问题，呆坐大厦天台似想寻死，幸得途人发现报警，经过警方多番劝喻，该名中学生才放弃轻生的念头。事实上，澳门青少年自杀的个案，近年有上升的趋势，这说明了青少年在遇到困难或压力时，并未有能力自行处理，抑或像媒体所描述的那样：八十年代或以后出生的青少年，是草莓族，承受压力的能力较脆弱？去年一份关于对穗、港、澳三地青少年压力现状及心理调适的研究，或许可给各位教育工作者、家长及青少年若干启示。

压力是一把双刃剑，但青少年压力问题不容忽视

心理学对压力的定义是：当人们遇到不能控制或不熟识的事件时，身体或心理刺激打破了原来的平衡而造成的一种状态。一般情况下压力分成正面压力及负面压力，适量及适时的正面压力是人们工作及进步的原动力及推动力，但当压力过大或长期处于压力之中，负面压力便形成，并对机体身、心产生不良的影响。

现代社会发展迅速，青少年成长的客观环境正在发生前所未有的急剧转变，即使成年人也感到生活压力比以往加重了，更何况正处人生发展“危机期”的青少年？！青少年心理压力增大，不仅对青少年自身产生不良影响，也诱发了系列不良的社会问题（校园暴力、偷窃、吸毒、滥药、性犯罪等等）。亦有研究发现，青少年时期是诱发精神健康问题最高危的阶段。事实上，青少年心理健康情况恶化，不仅不利于其身心的长远发展，而且亦不利于澳门人口素质的提高。而重视青少年心理健康问题，亦是构建和谐社会重要的基础。

穗、港、澳三地青少年压力现状研究及分析：

2008年，澳门基督教青年会、广州市团校及香港中华基督教青年会联合进行了一项为期一年的三地青少年压力及心理调查研究，该研究透过问卷调查，访问了本澳456名中学生及163名大学生，笔者尝试从中整理出下列几个值得关注的情况：

1.研究样本中，澳门青少年感受到的整体压力最大；香港次之；广州青少年感受到的压力最少。

澳门人口密度为三地之冠，而有不少研究发现，生活空间与居民的生活压力有着一定关联。报告中表明澳门青少年的压力水准显着较高，再一次让人们明白澳门这个“悠闲小城”原来并不“悠闲”。

澳门青少年所面对的最主要压力来源主要是学业、人际及社会问题，与广州及香港的情况类似。报告发现，澳门中学生的学习压力略高于大学生，而大学生的经济压力显着高于中学生。这一点笔者认为与澳门特有的升学模式有关，澳门中学虽然没有统一考试，但考大学仍然是大多数学生及家长的期望，加上大部份工作最低入职要求已提高到初中毕业，甚至中学毕业水准，故完成中学阶段的学习自然成为许多家长及学生最基本的要求，相反当踏入大学阶段，父母对子女的要求相对较低，加上大学课程较灵活，上课时间亦较有弹性，学生对课程亦有更多的选择权，所以，大学生学习压力可能比中学生略略减轻。然而，大学生往往由于各种原因，例如负担较昂贵的学费及书簿费，同学间交际应酬所需，对金钱的需求比中学生大大增加，造成大学生经济压力较大的原因。

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