



04

Integrated: Not Harmonious, Not Natural and Harmonious, Natural

From the moment I knew that I would take over the integrated students, it started to occupy a corner of my heart. Because I did not understand the integrated students, I had no idea how to get along with them in order not to hurt their self-esteem. Then I made up my mind to understand them in detail, allowing them to "integrate" naturally and be accepted by others. Even though they were not the same as other people. Still they did not want other people to look upon them with peculiar eyesight.

I had read a story. Precisely it said that during the break hours in a school Sunday, a group of children were playing and they discovered that a new comer had a humpback. When they found that this child was different from others, they started a heated conversation. The writer saw this and was going to solve the situation in afraid of that this child would be embarrassed. His son spoke immediately, "I know what it is!" The children looked with their eyes wide-opened and were waiting for him to speak. The mother was nervous and waiting to see how her child would treat this different child. She waited quietly and then heard, "It is a symbol given by God! It is a special symbol!" This group of children echoed together and felt that this child was very special. Even some of them pleaded if they could touch the humpback. Then they started playing together. The writer took a deep breath and smiled from heart. From this we could see that family education of this writer was successful. He taught his son how to respect other who was different.

I looked forward to see that my students could respect each other. Therefore in their first lesson I taught them an explicit general principle on the subject: People should respect each other! It was especially clear when we had two integrated students who had physical disabilities. In fact I had to say that in the past I did not like to see people with disabled bodies and had problems in expressions. But didn't Zhuangzi teach us the life truth on "Perfect in appearance but bad in morality"?

There was a student. Let us give him a name "Ah Kin". He had cerebral palsy and was walking with his hands and legs wide opened and his slightly curved legs could not stand still. He walked with a swagger and when he walked in hurry he would lose body balance and easily fall down on the ground. This happened many times when he first came to this school. Inevitably the new environment made him nervous but he could face the new environment calmly and always remained in combat readiness which had been adhered to deeply in his heart. The first time when he fell down and the school maid-assistant was about to give him help, he glared at the school maid-assistant. It was clear that this rejection meant: Don't help me! Likewise he did not want to be helped by his schoolmates; he carried school bag himself; submitted school homework himself; held the books tightly when switching class, fearing that he would give trouble to others.

I did not regard him as different from others and asked him questions in class: occasionally if he missed to submit homework, I requested him to submit as usual. At first he was reluctant to answer questions. I thought that it was because he felt that nobody could understand what he said. Sometimes when I saw him walking on the road, I would approach him and greet him initially. At first he turned his face to the other side. Then I initiated him to talk. For example I would ask him "Did you have your lunch?" Gradually, he would answer simply, "I did!" His mother told me that when he was at home he would talk loudly and non-stop to his little brother. His composition was good. The weekly report was written smoothly and freely. Therefore I commended him in class, "Everyone has his own specialization. It was your edge. Today you grasp it well; develop your potential in future." Gradually I saw him improving his performance with confidence. If his schoolmate offered to help him, he was willing to accept. Even there was a girl schoolmate who helped him to paste some drawing cards with pictures on his desk. In before he never looked directly to others. Later I found that he would laugh with others together when the teachings were interesting. He was willing to expose his teeth.

Once there was a gathering between integrated students in two schools, his little brother participated this gathering and he firmly determined not to join the gathering. Even though I asked him several times and urged him to go with us, he hid himself and held his school bag tightly. We knew that he was stubborn and we did not want to force him. It seemed that he did not like to be treated differently. Like others, he was reluctant to accept the truth that he had physical disabilities. We then accepted him and respected him as others. Gradually he was open-minded and acknowledged the kindness of others. He was no more huddled as a hedgehog. From that time onward, I had never seen him fall down again. In the second year, I was still his class teacher. He began to talk more and sometimes he expressed his emotion before me initially. He was able to answer and ask questions in class naturally.

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“教育暨青年局2011年兔年利是封”換領辦法：

市民只需集齊於2010年11月至2011年1月期間出版的4本刊物《百分百家長》、《教師雜誌》、《教育文摘》及《語言聊天室》內刊載的其中兩種顏色的印花，便可於2011年1月17日至1月31日在辦公時間內前往下列地點換領兔年利是封2包，數量有限，換完即止。

Formas de troca dos envelopes de laisi do Ano do Coelho de 2011 da DSEJ:

Os cidadãos que consigam reunir os selos de duas cores das outras existentes, que constam nas quatro publicações (a saber: Pais 100%, Revista dos Professores, Educação e Nós e Dialogando) editadas entre Novembro de 2010 e Janeiro de 2011, poderão, entre 17 e 31 de Janeiro de 2011, dentro do horário de expediente, nos locais abaixo mencionados, trocar dois pacotes de envelopes de laisi do Ano do Coelho. A quantidade de pacotes para troca é limitada, pelo que termina quando estes se esgotarem.

Exchanged method of the "DSEJ red envelopes for the Year of the Rabbit 2011":

Residents who collect any two colours of the stamps from the 4 periodicals of DSEJ – "100% Parents", "Teacher Magazine", "Education Digest" and "Talking" published between November 2010 and January 2011, can exchange the stamps for 2 packets of red envelopes of the Year of the Rabbit during the office hours at the following locations from 17th to 31st January 2011. The number of red envelopes is limited, it will be provided at first come first serve basis.

換領地點資料如下：

教育暨青年局 (DSEJ) – 地點：澳門約翰四世大馬路7-9號一樓；辦公時間：星期一至四上午9時至中午1時，下午2時30分至5時45分；星期五上午9時至中午1時，下午2時30分至5時30分；聯絡電話：2855 5533

教育資源中心 (CRE) – 地點：澳門南灣大馬路926號；辦公時間：星期一至五上午10時30分至晚上7時；星期六上午10時30分至下午5時40分；聯絡電話：8395 9200

氹仔教育活動中心 (CAET) – 地點：氹仔濠景花園24至26座地下；辦公時間：星期一至日上午10時至晚上9時30分；聯絡電話：2884 1284

德育中心 (CEM) – 地點：澳門台山新街利達新邨三樓；辦公時間：星期一至星期六上午10時至晚上10時；星期日上午10時至晚上7時；聯絡電話：2840 3200

成人教育中心 (CEP) – 地點：澳門祐漢看台街313號翡翠廣場3樓；辦公時間：星期一至星期六上午9時至晚上10時；星期日上午9時至下午6時；聯絡電話：28422780

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Another student Ah Son (an assumed name) suffered from infantile paralysis and was weak in walking. He walked in pendulum swing with crutches. At first he had little influence in class. Soon a few schoolmates teased him occasionally. The situation was not serious and time passed calmly. When he needed help, his schoolmates would help him and he accepted their help willingly. He studied very hard. He was the first one to submit report when someone forgot. Thus he gave a deep impression to teacher. But when he was at home, he bullied his bigger brother whose academic performance was worse than his. In class he was calm. But he had problems in getting along with others when there was naughty schoolmate. In the second year since I had got in touch with him, it seemed that he had learnt from the changes of circumstances: Whenever someone bullied you, you had to bear some responsibilities.

After entering to primary two, I was still his teacher for Chinese Subject. Most of the students in the class were talking non-sense and some of them started to tease him. He responded with nasty words. He defended verbally as to attack "Enemy". When there was teacher on site, he would say some embarrassing and provocative words in smile. When there was no teacher, he would intentionally scold with bad language. It was antipathetic and annoying to the schoolmates and they continually found chances to abuse him. Many schoolmates complained about him. Privately I talked to Ah Son and tried to make him understand the situation. He felt helpless and said that schoolmates were the first to bully him. Then I talked to him with reasoning, allowing him to understand where the problems came from. In the meantime I taught him, "If you want people to respect you, firstly you need to respect yourself and others."

There was a student in the class. Because the language of others was malicious, therefore he was vindictive and always deliberately picked on something to argue. Thus his conduct was disgusting. He bullied and brought false charges against others. It was really "Violence against violence". The bullied student was miserable and reluctant to be silent, so he appeared very pitiful. Students did not sympathize with him because of his bad performance in class and would not give a hand to him. Gradually he understood that: It is disadvantageous if his relationship with others is not good. He had to change himself and could not expect as before being accommodated by others. That he had been taken advantage of by the naughty schoolmates made him understood: You spoke in unpleasant words and you might win, in fact you could not really protect yourself. In order to have good interpersonal relationship you have to respect yourself and then respect others.

This year when I taught integrated student class again. To me, they were just as ordinary students. I believed that love, respect and acceptance were the basis for getting along with others even though all people were different. It was an unchangeable phenomenon for one's intelligence and appearance, even if you were not willing to accept. If parents could provide enough space to accept them, there would be a great difference to their growing.

Since they were very small, their recognition came from parents, schoolmates and teachers. We were one of the persons whom they trusted. The realization of teachers needed initial complement from schoolmates. Otherwise it would bring in-depth influences to the body and mind of integrated students. Integrated education was a need to all students. We must cultivate the majority of students to be broad-minded and knowledgeable to accept people with differences. This day would come when the integrated students walked out from their schools facing their own live and if all people were living comfortably in this big environment, it was a harmonious society. Integrated students were same as other peoples. They could cultivate strong will and positive self-image in schools, and be with full confidence. In future, whatever problems they met, they would survive as long as pine and cypresses.

Kou Sou In (Teacher of Escola Luso-Chinesa Tecnico-Profissional)
Excerpted from: «Teacher's Magazine» 19th Issue, December 2007

•For enquires
For information of schools which carry out Integrated Education, please browse the website of DSEJ>Português >Pais >Escolas de Macau,>Advance Options or <http://appl.dsej.gov.mo/edu/enquiry/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



教育文摘

出版：教育暨青年局 / 统筹：苏朝晖 / 总编辑：关启佳 / 编辑：冯万雄 / 美工支援：尉凤君 / 版面设计及排版：领域市场策划 / 摄影：李正华 / 葡文翻译：黄子龙 邝昀 / 英文翻译：吴爱明 / 承印：华辉印刷有限公司 / 数量：五千份（以再造纸印制，请循环再造。）

Educação e Nós

Editor : Direcção dos Serviços de Educação e Juventude / Director : Sou Chio Fai / Chefe de Redacção : Kwan Kai Kai / Redacção : Fong Man Hung / Apoio Artístico-Técnico : Wai Fong Kuan / Design de Implantação : Nova Idea Marketing Communications / Fotografia : Lei Cheng Wa / Tradução para Língua Portuguesa : Wong Chi Long, Kuong Wan / Tradução para Língua Inglesa : Carolina Ng / Impressão : Tipografia Welfare Limitada / Tiragem : 5,000 exemplares (Feito com papel reciclado, depois coloque-o para reciclagem.)

Educational Digest

Publisher : Education and Youth Affairs Bureau / Director : Sou Chio Fai / Editor-in-Chief : Kwan Kai Kai / Editors : Fong Man Hung / Art Support : Wai Fong Kuan / Layout Design & Type-setting : Nova Idea Marketing Communications / Photography : Lei Cheng Wa / Translator (Portuguese) : Wong Chi Long, Kuong Wan / Translator (English) : Carolina Ng / Printing : Tipografia Welfare Limitada / Print Run : 5,000 (Printed with recycled paper, after disposal for recycling.)

Locais para a troca dos pacotes de envelopes de laisi:

Direcção dos Serviços de Educação e Juventude (DSEJ) — Avenida de D. João IV, n.os 7-9, 1.º andar, Macau; Horário de expediente: de segunda a quinta, das 9:00 às 13:00 horas e das 14:30 às 17:45 horas; sexta-feira, das 9:00 às 13:00 horas e das 14:30 às 17:30 horas; Telefone 28555533

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Centre of Educational Resources (CRE) — Location: Av. da Praia Grande, No. 926, Macau; Office hours: 10:30 to 19:00 (Monday to Friday); 10:30 to 17:40 (Saturday); Telephone: 8395 9200

Centre of Educational Activities of Taipa (CAET) — Location: Rua de Bragança, Nova Taipa Garden, Block 24-26, Ground Floor, Taipa; Office Hours: 10:00 to 21:30 (Monday to Sunday); Telephone: 2884 1284

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