

香港中文大學 教育學院
大學與學校夥伴協作中心

小班教學環境下
透過教師專業發展推動自主學習

經驗分享:連文嘗

2021年6月19日

上午11:30-12:30

香港中文大學康本 國際學術園 LT1

小班環境下的教師教學實踐

章月鳳、李子建歸納小班教學成效指出(2014):

小班教學

- 提升學生的參與
- 讓教師教學更個別化
- 讓教師教學策略更多樣化
- 增加教學時間和課程內容
- 提升教師士氣、改善教育生態

章月鳳、李子建 (2014)。〈香港小學小班的教學實踐〉。《香港教師中心學報》，2014年，第十三卷，香港教師中心，35-47

小班環境下的教師教學實踐

Galton & Pell (2009) 指出:

要鼓勵教師善用小班環境的優勢，
促進教師的專業發展是一個重要因素

(見章月鳳、李子健, 2014)

章月鳳、李子建 (2014)。〈香港小學小班的教學實踐〉。《香港教師中心學報》，2014年，第十三卷，香港教師中心，35-47

Galton, M., & Pell, T. (2009). Study on small class teaching in primary schools in Hong

教師專業發展

你有辦法在專業上發展一個
不想發展的教師嗎？

專業發展，誰發展誰？
沒有教師自己的意願，
誰也發展不了誰！

教師專業發展

沒有人能使別人自我超越，
我們只能建立一個環境
去鼓勵及支持那些想自我超越的人。

(《第五項修煉》，彼得聖吉，1990)

Committee on Professional Development Of Teachers And Principals

香港校長專業標準參照(2018)，校長的三個專業角色：

以德潤才的躬行者
貫徹全人成長及均衡發展的理念

博學啟思的建策者
塑造好學敏求的學習型組織

高瞻遠矚的創建者
推動教育變革及學校持續進步



博學啟思的建策者 塑造好學敏求的學習型組織

締造機構文化及條件，

以塑造學校成為追求卓越、
敬業樂群及好學敏求的學習型組織，

促使教師成為知識共建者，

積極推動變革，

培育多元人才，成就明日棟梁。

校長是誰？

非一人也！

案例分享---刺激思考

促使教師成為知識共建者

If you just want to **walk fast**, walk **alone** ;
But, if you want to **walk far**, walk **together!**

如何**同行共構**
實踐關注項目

藉實踐經驗
進行再學習

案例分享:

配合關注項目，推行專業發展

2017-
2018

考慮校情

教師暑期專業閱讀及分享 「自主學習」
Professional Reading and Sharing (SRL)

M1	# [REDACTED] Edith	學生能夠自主學習嗎？華人教師對自主學習觀點之探究
M1	KV [REDACTED] a Gina	推行自主學習的進路、策略和再思
M1	TSANG [REDACTED]	在小學數學教學中如何培養學生自主學習的能力
M1	WONG [REDACTED]	「推行自主學習的三個取向」
M2	# SONG [REDACTED]	小學數學課堂教學自主學習
M2	CHAN [REDACTED]	如何應用自主學習於數學科
M2	CHAN [REDACTED]	自主學習和自學有什麼分別？（以數學科為例）
M2	WU [REDACTED]n	自主學習系列一及推行自主學習的進路、策略與再思

教師暑期專業閱讀及分享 自主學習

Professional Reading and Sharing SRL

E1	# YEUNG [redacted] Phoebe	How to encourage SRL in the classrooms
E1	WAI [redacted]	Steps to be a self-regulated learner
E1	YEUNG [redacted] Angela	Guidance in Reading Strategies-A step towards Autonomous Learning
E2	# [redacted] ae	Developing Independent Learning Skills
E2	[redacted] Kitty	How to evaluate self-regulated learning for students
E2	[redacted] Higgins	E-learning and SRL
E2	LAU [redacted] Jacc [redacted]	Pros & Cons of SRL for Ss

教師暑期專業閱讀及分享 自主學習

Professional Reading and Sharing SRL

SD	# HO	如何在常識科課堂內提升學生自主學習的能力
SD	JIANG	如何在推行STEM教育中加入自主學習的元素
SD	KWAN	如何在社會成長科實踐自主學習
SD	LEE	題目:自主學習的課堂設計
SD	WU S	推行自主學習的策略(差異問題)
IT	SHIH	資訊科技與自主學習

A	# CHENG M a	自主學習的思考
A	CHAN I	“自主學習”應如何實踐
PE	CHAN I	
PE	CHONG n	如何在體育課中實踐自主學習
PE	TAM K Karin	以錄影分析應用於體育課中的自主學習
MU	CHUK	SRL in Music education

A. 討論(對學生的) 預期成果

A. Group Discussion I 小組討論(一)

The major concern of the 3-year plan is SRL. We expect our students will have significant possible changes towards their attitude of Self-motivated learning. The expected outcomes are:

(我們期望透過本周期(2016-2019)的關注項目，學生在「自主學習」的態度，有以下成果：學生能夠：)

1. Take charge of ss own learning + set the learning with teacher's guidance
2. Ss should know the importance of self reflection to achieve better learning.

B. Sharing 各人分享内容

- 1. self awareness
- 2. set goal (clear)
- 3. self motivation
- 4. self-evaluation

strategy } life-long
self-evaluate

		Key words/ ideas 關鍵詞 / 概念	
		與自學能力有關 Related Skills	與自學態度有關 Related attitudes
E2	TAM Wai Mei, Rae (GP)	Developing Independent Learning Skills	- Teacher's role (guidance) 2. self-motivation (take charge) self-awareness
E2	CHAN Yuet Yee Kitty	How to evaluate self-regulated learning for students	- e-learning (showcase) learner ownership behaviour - planning, monitoring, regulation
E2	FUNG Ian Higgins	E-learning and SRL - learning goal, strategies, collaboration & feedback	- teacher implementation (practice) → encourage
E2	LAU Tsz Ling Jacqueline	Process of SRL Teaching strategies	- teach ss how to set the goal, plan (can be short term) (eg. direction) - teacher = feedback seek help - self-monitor (progress towards the learning goal)
E2	NG Ka Yan, Adeline	Flipped classroom	
	CHOW Wing Tee, Karen	Teacher Strategies for SRL	- goal oriented - regulation + control - set rules (monitor learning progress) - teacher's plan in mind. - ss motivation

C. Group Discussion II 小組討論(二)

1. From the sharing, we would like to recommend (根據各人的分享，我們向大家推)：

- framework (task, feedback, reflect)

1. goal (clear)
2. space
3. motivation

2. To achieve the expected outcomes, we suggest (為達致「自主學習」的預期成果，我們建議)：

- cross-panel meetings

- Management Strategy:
 - what they learn is relevant, why important → motivated
- Management Strategy:
 - optimal learning condition
 - how to seek help learn from others through collaboration
- Management Strategy:
 - learner repeatedly check & evaluate
- Cognitive Strategy:
 - elaboration
 - rehearsal
 - organization (longer primary)
 - make connection (new & prior knowledge) (situational materials)

C. 小組建議

B. 關鍵詞

B. Sharing 各人分享内容

- 1. self awareness
 - 2. set goal (clear)
 - 3. self motivation, feedback (learning skill) → strategy
 - 4. self-evaluation life-long
- better learning.
3. self-evaluate

		Key words/ ideas 關鍵詞 / 概念	
		與自學能力有關 Related Skills	與自學態度有關 Related attitudes
E2	TAM [redacted]	Developing Independent Learning Skills	- Teacher's role (guidance). 2. self-motivation (take charge) self-awareness
E2	CHAN [redacted]	How to evaluate self-regulated learning for students	- e-learning (showcase) behaviour - planning, monitoring, regulating learner ownership
E2	FUNG [redacted]	E-learning and SRL - learning goal, strategies, collaboration & feedback	- teacher implementation (precise) → encourage self-evaluation
E2	LAU T [redacted]	Pros & Cons of SRL for SS Teaching strategies	- teach ss how to set the goal, plan (can be short term) (eg dictation) - teacher = feedback - attention control - seek help - self-monitor (progress towards the learning goal)
E2	NG K [redacted]	Flipped classroom	
	CHOW [redacted]	Teacher Strategies for SRL	- goal oriented - regulation & control - set rules (monitor learning progress) - teacher's plan in mind. - ss motivation - cognitive strategy - elaboration - rehearsal - organization (lower primary) - make connection (new & prior knowledge) (visualize)

C. Group Discussion II 小組討論(二)

1. From the sharing, we would like to recommend (根據各人的分享，我們向大家推)：

(1. goal (clear))

B. 各人分享内容

			關鍵詞 / 概念	
			與自學能力有關	與自學態度有關
C3	CHEU [redacted] ai Lam	如何培養小學生自主學習能力	合作、自主、探究式學習 能力	學習興趣增強
C3	CHAN [redacted] an	從自主到主動學習 (語文學習)	通過遊戲, 減少繁瑣抄寫 與 ICT 科結合, 分析序運資料	愛學習
C3	LAU M [redacted] e Cora	1. 閱讀教學中的自主學習教學設計 2. 從課外閱讀走向自主學習	四個模式培養: ① 自主閱讀 權 ② 質疑解疑式 ③ 合作討 論式 ④ 綜合性學習式	
C3	SO Ch [redacted] ng	透過評估促進自主學習	自評、互評、師評、通過 量表展現自主學習收穫	通過評估了解到 自己的自主學習程度
C3	XU Yu [redacted]	小學語文自主閱讀能力培養	① 精讀、興趣培養 ② 巧設 閱讀提問 ③ 課內外結合 ④ 引導學生想象力	學習閱讀興趣提高 熱愛閱讀

C. 小組討論(二)

1. 根據各人的分享，我們向大家推薦：

1. 鼓勵學生合作、主動、探究式的學習
2. 學習動機強，學生表現愛學習
利用遊戲、減少繁瑣的抄寫與 ICT 科相結合融入課程作業
3. 自主閱讀權給學生，給學生自主學習空間。
- ④ 運用“自評”、“互評”、“師評”聯系到學生自主學習兩個方面

C. 小組建議

C. Group Discussion II 小組討論(二)

1. From the sharing, we would like to recommend (根據各人的分享，我們向大家推)：

- framework (task, feedback, reflect)

- Set rules (monitor learning progress)
- teacher's plan in mind.
- ss motivation
- elaboration
- rehearsal
- organization (lower primary)
- make connect. (new & prior knowledge) (visualize materials)

- 1. goal (clear)
- 2. space
- 3. motivation

- 2. meta cognitive strategy
- learner repeatedly check & evaluate

2. To achieve the expected outcomes, we suggest (為達致「自主學習」的預期成果，我們建議)：

- cross-panel meetings

- ↳ Motivational strategy:
 - what they learn is relevant, why important
 - ↳ motivated

- ↳ Management strategy
 - optimal learning condition
 - how to seek help & learn from others through ...

創建方法，共構知識(歸納、整理)

- 歸納整理各人貢獻的關鍵詞/句

1. 對學生態度及技能的期望

Students (expected to be)

Attitude

Active in learning

Motivated / interested in learning

Explore

Confident / persistent / continuous

Has ownership in learning

Skills

possess various learning strategies and use it appropriately

able to reflect and improve / help seeking

can display learning outcomes in various ways

can organize learning

can integrate learning across curricula

創建方法，共構知識(歸納、整理)

- 歸納整理各人貢獻的關鍵詞/句

2. 對教師角色的期望

As facilitators:

Have clear teaching objectives

Good lesson planning and teaching

Select appropriate tasks

Teach students learning strategies

Enable students to self-reflect through process/practices

Demonstrate

Provide guidance

Make student learning fun and meaningful

Help student to set goal and guide them through explicit processes

Provide learning frameworks / structures

Provide chances for students to practice what they've learnt

Engage students of different abilities

Access students in multiple ways

Feedback

創建方法，共構知識(歸納、整理)

- 歸納整理各人貢獻的關鍵詞
- 課堂特徵(專家小組)整合關鍵詞及句子

讓學生自定學習目標

Allow students to set their own learning goal(s)

設置合適的平台，讓學生交流學習成果

Provide platforms for students to share learning products

指導學生運用適當的學習策略

Guide students to use appropriate learning strategies

鼓勵學生提出問題

Encourage students to raise questions

.....

創建方法，共構知識(歸納、整理)

- 歸納整理各人貢獻的關鍵詞
- 整合關鍵詞寫成句子
- (專家小組)把整合的詞句，加以歸類

目標設定

Goal setting

交流展示

Sharing &
Work Display

反思及策略

Reflection
& Strategies

關顧鼓勵

Caring & Encouragement

以身作則

Role modelling

整合個人專業知識，成就集體智慧資本

自主學習課堂特徵觀課表

2016-2017 年度「自主學習」觀課表 (小學部)

授課老師：_____ 班別：_____ 科目：_____ 課題：_____

觀課者：_____ 日期：_____

預期成果(由授課老師填寫)，學生能夠：

教師如何協助學生

對學生的期望

觀察項目		能觀察				未能觀察
		4 成效 極高	3	2	1 無 成效	
教師作為學習促進者	目標設定	1a. 設置學習目標時，考慮學生的生活經驗及興趣				
		1b. 設置具挑戰及適當難度的學習任務，讓學生努力後能完成				
		1c. 讓學生自定學習目標				
	交流展示	2a. 讓學生展示預習				
		2b. 設置合適的平台，讓學生交流學習成果				
		2c. 鼓勵學生說出自己的學習方法，以提昇學生的「元認知」				
	反思及策略	3a. 指導學生運用適當的學習策略				
		3b. 指導及鼓勵學生運用各種學習資源(如字典、他人、網上資源等)				
		3c. 指導學生運用適當的反思工具(如標準、框架、目標等)				
	關顧鼓勵	4a. 能關懷照顧不同學生的需要				
		4b. 鼓勵學生提出問題				
		4c. 鼓勵學生接受挑戰，自我超越				
		4d. 讓學生互相祝賀學習成果和喜悅				
以身作則	5a. 與學生分享自己的好奇心、自學成果及學成的喜悅					
學生能力	1 學生能夠運用適當的學習策略					
	2 學生能夠反思					
	3 學生能夠自我完善					
	4 學生遇有困難時能善用各種資源解決問題					
學生態度	1 學生能主動學習					
	2 學生對學習有興趣、好奇					
	3 學生願意持續付出努力					

觀察到
未能觀察

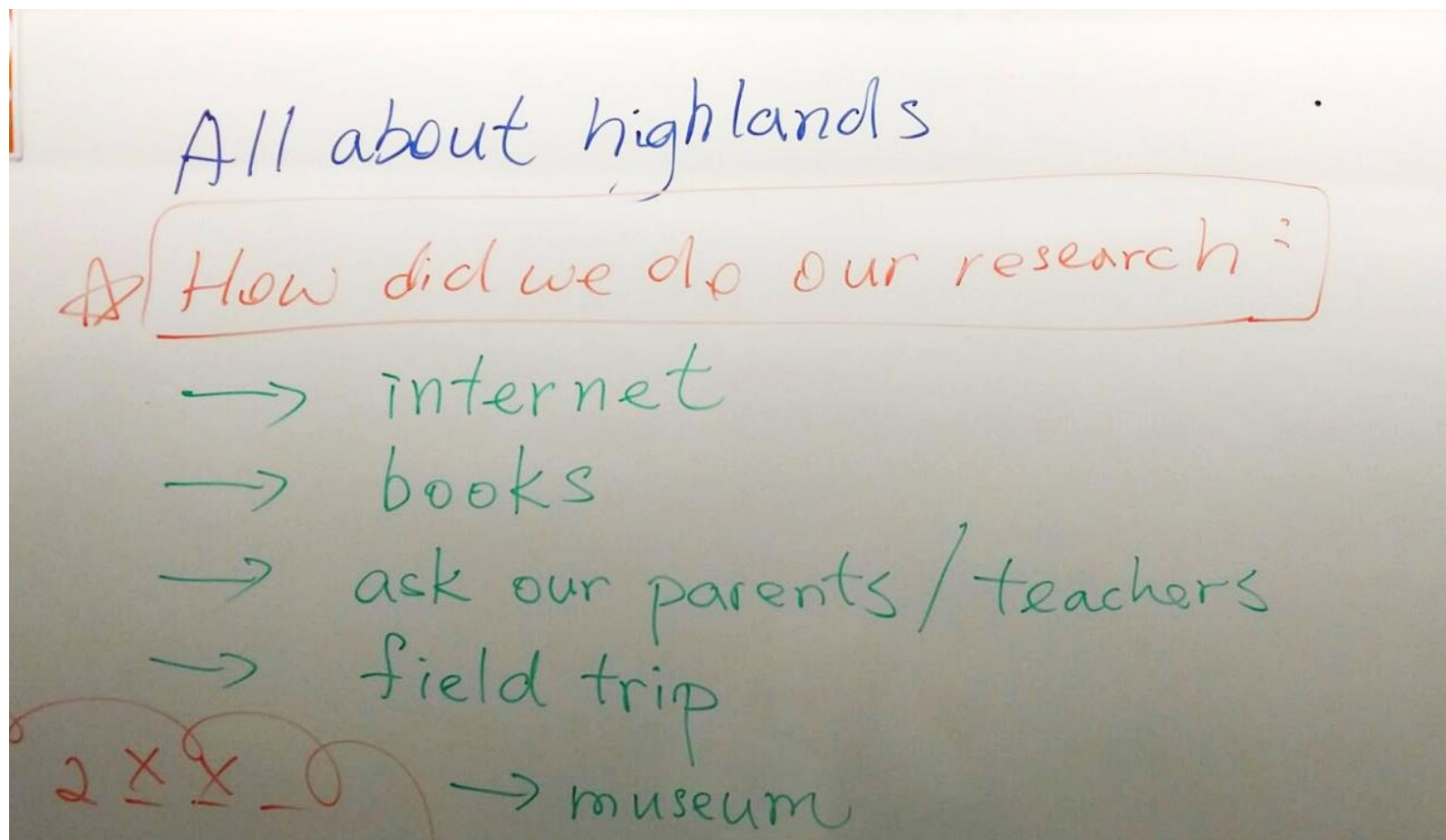
學習策略
善用資源
反思
主動
好奇
持續努力

其他意見：

觀課---個別回饋，促進個體學習

---集體回饋，促進跨科學習

問答案、問方法、問過程：如何做研究



3	策略 Strategies	b	指導及鼓勵學生運用各種學習資源 (如字典、他人、網上資源等) Guide and encourage students to use a variety of resources (e.g. dictionary, or seek help)
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好奇一問/小發現，你問我答。

好奇一問/小發現：如果有一二個球，二個都是 30cm^3 ，但重量不一，排出的水會不同嗎？

如果有二個球，二個都是 30cm^3 ，但重量不一，排出的水會不同嗎？

(展示學生的好奇一問)

(其他學生自由回應)

不會，因為兩個球的體積都相同，雖然重量不同，但也不會影響

會，因為它們大小一樣。

不會，因為雖然2個球都是 30cm^3 ，但因為重量不一，球會下墜，水位會上升，排出的水會更多。

6M(28)
黃靖桓

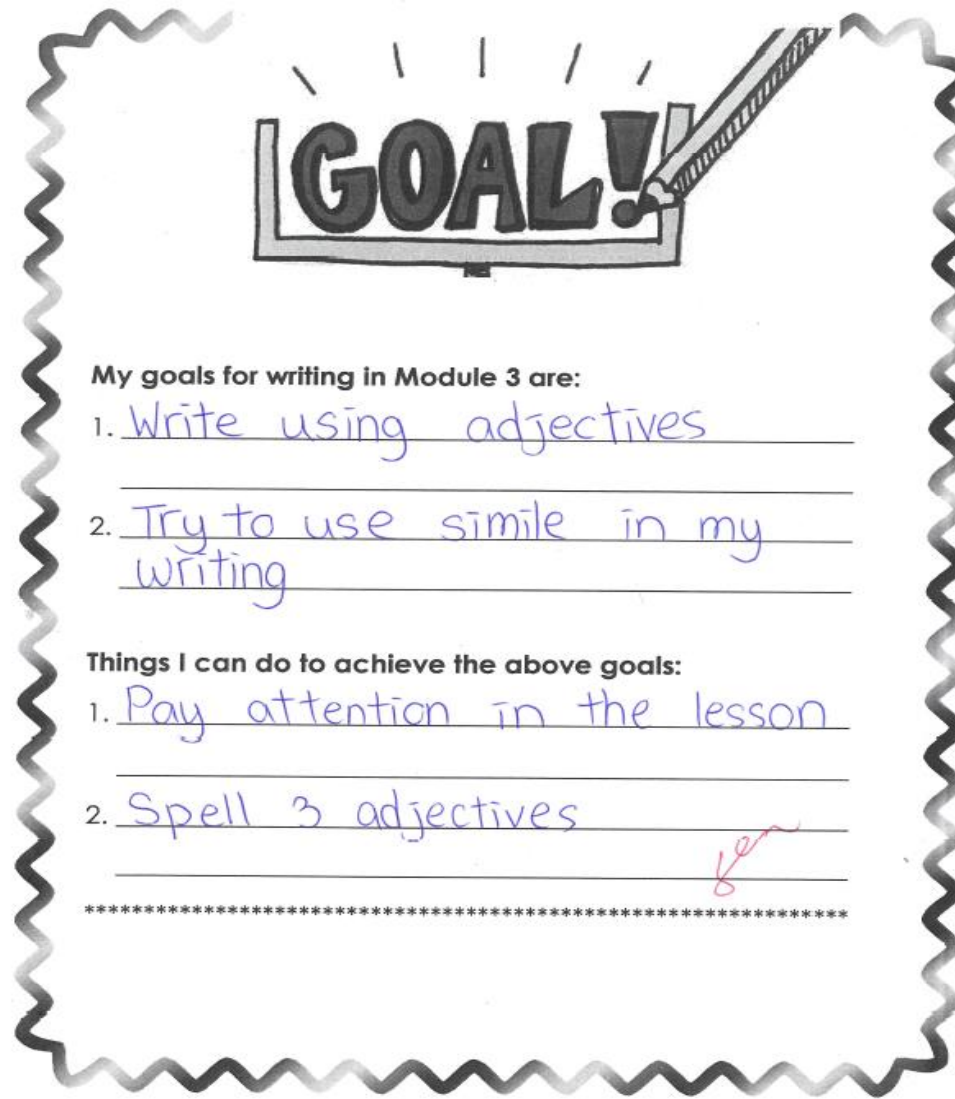
二二
唐子怡 潘米
比24 6M(24)

不會，因為兩個球的體積都相同，雖然重量不同，但也不會影響

會，因為雖然2個球都是 30cm^3 ，但因為重量不一，球會下墜，水位會上升，排出的水會更多

2	交流展示	a	讓學生展示預習 Arrange students to display pre-lesson studies
		b	設置合適的平台，讓學生交流學習成果 Provide platforms for students to share learning products


G3 英文寫作
學生自定目標及計劃



1	目標設定 Goal setting	c	讓學生自定學習目標 Allow students to set their own learning goal(s)
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對應目標 提供反思工具 促進自我評估

When I finish my writing, I need to make sure that:

 Self-Check		Teacher's Notes
	I used the simple present tense .	
	I used paragraphs (introduction, body and conclusion).	
	I included two main ideas and described them in detail.	
	I used similes to create pictures in mind of readers.	
	I used rich and colourful languages to move readers.	
Teacher's comments:		

3	反思 Reflection	c	指導學生運用適當的反思工具 (如標準、框架、目標等) Guide students to use appropriate tools (e.g. indicators, frameworks and goals) to reflect upon their learning
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教師自覺遷移應用: 有意識地設計教學流程

<u>Rundown</u>		<u>Time</u>	<u>Self-regulated learning strategies involved</u>
	<p>4. Introduce the Comprehension Skill: Identifying main idea and details</p> <p>- Explain that each page in the book contains details that tell readers more about the book's big idea. Tell students that they are going to identify the details of the idea "Living in the city".</p> <p>- Model how to identify details. Think-aloud: <i>I know that every book has details that help explain the big idea. I know that this book describes living in the city. ...</i></p>	12 mins	<p>-Goal Setting</p> <p>1b. Set challenging yet achievable task(s) that students have to complete with efforts</p> <p>-Role Modelling</p> <p>5a. Share curiosity in learning, achievement of SRL or the joy of successful learning with students</p> <p>-Reflection and Strategies</p> <p>3a. Guide students to use appropriate learning strategies</p> <p>3b. Guide and encourage students to use a variety of resources</p>
<u>Reflect on the Comprehension Skill</u>	Discussion: Read the main idea on the board with students. Ask students to share the details that they wrote on their worksheet. Invite them to explain why each of the details on their worksheet matches the main idea of the story.	8 mins	<p>-Sharing and Work Display</p> <p>2b. Provide platforms for students to share learning products</p>
<u>Extended Activity</u>	<p>With application of students' prior knowledge and what they have read, students are asked to discuss the pros and cons of living in the city. Explain the ideas of 'pros and cons'. Put students in groups of 4. Then, assign students to play different roles in a family, including 'me', 'mum', 'dad' and 'grandpa', respectively. Students should discuss the pros and cons of living in the city from the perspectives of the four family members.</p> <p>Ask students to put down their ideas on the</p>	<p>20 mins</p> <p>10 mins</p>	<p>-Reflection and Strategies</p> <p>3c. Guide students to use appropriate tools (e.g. indicators, frameworks and goals) to reflect upon their learning</p> <p>-Sharing and Work Display</p> <p>2b. Provide platforms for students to share learning products</p>

預期成果，目標清晰，陽光公開，聚焦及調動各人力量! 有利自主學習

Dear Grade One Parents and Students,

We are providing this Learning Activity Book (LAB) for our second English Module, **'Animals'**.

This module will last about six to seven weeks. Besides the LAB, each of our Grade One classes will also work on some other materials, including the Phonics Book, Class books and readers. Through this module, students will be able to:

1. tell the habitats of different animals groups and the life cycle of a butterfly
2. label the body parts of animals, such as insects and fish
3. use "has" and "have" for singular and plural nouns respectively in their speaking and writing
4. use nouns and verbs in their writing
5. make a list using commas and the connective "and" in their writing
6. ask questions using "what", "where" and "who"
7. use the prepositions "in", "on", "under", "beside", "in front of" and "behind"
8. tell the plural forms of different kinds of nouns and apply the knowledge to speaking or writing tasks
10. use personal pronouns "I", "you", "he", "she", "it", "they" and "we"

Grade One Module Two

Animals

超越課堂

科組 課程規劃

Our teaching programme is designed to help our students develop themselves in listening, speaking, reading and writing. We hope that their social skills be enhanced through a variety of individual and group tasks.

We are looking forward to an exciting and successful module

跨學科，做媒人，結姻緣

領導，是以集體的能源創造有用的東西，
當中強調把個別人連結起來。

Peter Senge:

Leadership is the collective capacity to create something useful.... That emphasizes the individual persons connected with others in a collective effort.

專業發展，發展了甚麼？

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教師個人

「如何教」的知識

自我效能感、自主專業學習的傾向？

對同儕及學校這個社群的感覺？

學校社群

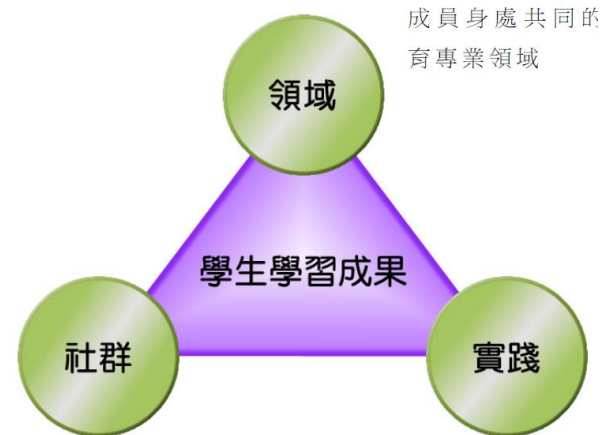
-專業交流的文化，
逐步邁向「實踐社群」

實踐社群 (Communities of Practice)

是指一群具**共同信念**的人，**關注並熱情投入**某個**領域**的**工作**。他們透過經常的**互動協作**，直接參與和學習**如何將其領域做得更好**。

成員間

**共享資源、經驗與實踐方法，
確立實踐社群。**



Wenger, E. (1998). *Communities of Practice: Learning, Meaning, and Identity*. Cambridge, UK: Cambridge University Press.

《基礎教育課程指引:聚焦深化持續(小一至小六)》，課程發展議會 2014 年6 月

塑造共構知識的環境 促進教師專業發展

校長塑造互信、求真和反思的開放文化，在鼓勵教師專業自主之餘，亦強調協作文化。

為實現敬業樂群的團隊，校長締造彼此信任、各展所長的氛圍，鼓勵持份者互相肯定和支援。

(校長)標準二：博學啟思的建策者塑造好學敏求的學習型組織

團隊協作
助人成功
(Team work)

感謝與欣賞---藉儀式塑造正文化

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回顧這一年，我很**欣賞**____，
因為他/她成功_____。

回顧這一年，我很**感謝**____，
因為他/她的幫助，使我成功地_____。

不記名
不直接
正能量
真感受

1. a. In this year, I am thankful for my CT partner ,
because of his/her ^{she} is very responsible , I have succeeded in
we work well together , help each other out
and I enjoy working with her this year

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建構知識
建構關係

小班教學環境下 透過教師專業發展推動自主學習

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謝謝