

校本經驗— 嘗試透過跨科課研， 促進教師有效支援有特殊教育需要學生

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簡介

個人資料：

- 在學校擔任特別教育需要統籌主任超過12年

學校背景：

- 大埔區一所津貼中學
- 大部分學生來自附近公屋的低入息家庭
- 新移民學生人數上升
- 特殊學習需要學生人數上升

起動校本跨科課研的過程



Paid Non-local Study Leave Scheme for Secondary School Teachers

INQUIRE • INSPIRE • IMPACT

- 啟發自 i-Journey 計劃
- 有關課堂學習研究(Learning Study)的文獻
- 參考文獻較少有關跨學科的課堂學習研究
- 校長及教務副校長支持推動建立課研文化



計劃施行過程

i. 籌備期 (2018年8月)

- 成立『融合教學發展組』
- Ad Hoc Committee
- 成員可有兩課節的寬減

成員	任教科目	教學年資
特別教育需要統籌主任	地理	23
教務副校長	通識	25
英文科科主任	英文	27
G.M.	數學	18
G.M.	中文	27
C.M.	中文	5

計劃施行過程

ii. 策劃期(2018年9月至10月)

- 於第一次教職員會議中解釋成立『融合教學發展組』的原因及推行計劃的細節
- 於第一次會議議決此計劃選定**中一全級**推行計劃
- 擬定分**兩個學期**推行

第一學期課研安排

科目	教師	班別	觀課日期	循環周日	堂節
通識	T1	5B	22/10/2018	1	5-6
英文	T2	3C & D	6/11/2018	2	課後
數學	T3	1C	5/11/2018	1	7
中文	T4	1B	13/12/2018	4	7
中文	T5	1A	3/12/2018	1	3-4

計劃施行過程

iii. 策劃期(2018年10月至2019年5月)

- 第一及第三學期逢星期五例會
- 例會安排課前診斷討論、課後反思檢討
- 教學助理負責會議紀錄、觀課錄影及收發學生問卷



數據收集及分析

質性數據

- 半結構性面談
- 會議紀錄
- 融合教學量表（特殊教育需要）
- 課堂研究 共同備課框架
- 課堂錄影片段



融合教學量表(特殊教育需要)
Inclusion teaching checklist (SEN)

資料來源：此融合教學量表(特殊教育需要)(Inclusion Teaching Checklist)，由海外培訓專家 Angela Scott 女士提供，中文版本僅供學校人員參考及內部使用，一切以英文版本為準，如需引用，敬請註明出處。

全班 Whole class	
1. 基於以人為本的方式計劃教學策略及資源運用。 Access to teacher and any resources is planned based on person centred approaches.	
2. 所有人皆可獲取教學資源：例如有顏色的透明片、善用白板和實物投影機。 Resources are available to all: e.g. coloured overlays, good use of whiteboard and visualizer.	
3. 通用由「一頁學生檔案」所獲得的資料精心編排學生座位。 Students' seating plan carefully planned using information from the one page profile.	
4. 講解和展示課堂的規則及流程：作出一些合理的調整，讓教師能繼續遵守規則的學生。 Rules and routines for the lesson taught and displayed: praise for students working within the rules with some reasonable adjustments made to allow this to happen.	
5. 所有學生都清楚課堂的學習目標。 All students clear about the lesson objectives.	
6. 所有學生都清楚課堂活動程序和時間編排，課室內已展示圖像化的時間表和進度計劃表。	

個別及小組活動 Independent and group work	
1. 在要求學生回應前，先給予充足的時間及支援，例如個人思考時間、朋輩討論及根據以人為本方式為學生提供適切的鷹架及指導。 Time and support is given before responses are required. e.g. personal thinking time, partners talk, use of scaffolding tailored to what is known about the student through the use of person centred approaches.	
2. 營造安全及具支援性的學習環境，重視每個學生的參與，藉以鼓勵所有學生都能放膽嘗試，及從錯誤中學習。 Contributions of all students are valued and there is a secure, supportive learning environment which encourages all students to 'have a go' and where 'mistakes' are managed well and built upon.	
3. 學生透過想法和意見的分享，互相幫助及支持；並給予對方思考和回應問題的時間和空間。 Students help and support each other with ideas; they give one another the space to think and respond to questions.	
4. 教師或其他學生以擴展的方式回應同學的課堂參與。 Contributions are reflected back by the teacher in expanded form or are expanded upon by other children.	
5. 適用多感官教學法(視覺、語言、肢體活動)。 Multi-sensory teaching approaches (visual, verbal, kinesthetic) are in use.	
6. 通用正面的「暫停」策略，例如一對一或小組討論來維持學生的專注力。 Positive 'time out' strategies such as talking in pairs or with other groups are used to maintain attention.	
7. 通用由「一頁學生檔案」所獲得的學生資料，以異質分組方式安排二人或小組活動，例如讓較沉靜的學生與專注力較弱的學生協作。 Mixed 'buddying' is used for seating and paired or partner work, e.g. more	

Lesson Study - Collaborative Lesson Planning Framework 課堂研究 共同備課框架

任教老師名稱 Name of Teacher	科目 / 學習領域 KLA/Subject Department	課題： Topic:
		子課題： Sub-topic:

日期 Date	
------------	--

時間 Time	
------------	--

地點 Venue	
-------------	--

班級 Class

時段 Duration
____ 課堂 period ____ 分鐘 minutes

召集人 Name of Convener
Andy

教材 Teaching Materials

參與教師姓名 Names of participating Teachers

學材 Learning Materials

學習進程：鞏固、總結 以及延伸學習 Learning Episode: Consolidation & winding-up with exit / extension tasks: (duration: minute)					

配合使用『融合教學量尺表（特殊教育需要）』中的全班或小組教學策略 Whole Class / Group Work teaching techniques from the Inclusion Teaching Checklist (SEN will be adopted)

課後反思 (課研小組) - Post-lesson Reflection of the Team - Account for what worked & what didn't / of steps taken as planned + Suggestions of changes or modifications
反思的方向： 是否達至既定教學目標、有否運用《融合教學量尺表》照顧學習多樣性、小組教學的互動性、學生參與及自學元素

數據收集及分析

量性數據

- 學生問卷



課程與教學回應表(學生填寫)

科目：_____ 年級：_____ 填寫日期：_ / _ / _

I. 請仔細閱讀下列句子，然後在句尾圈出最能代表你看法的數字。

	很 不 同 意	不 同 意	同 意	很 同 意
1. 我清楚知道課堂的教學目標	1	2	3	4
2. 課堂的內容淺易	1	2	3	4
3. 課堂的活動多樣化	1	2	3	4
4. 課堂的練習對學習有幫助	1	2	3	4
5. 課堂加深我對主題內容的認識	1	2	3	4
6. 老師講解清晰、容易理解	1	2	3	4
7. 老師給予我們很多思考機會	1	2	3	4
8. 老師鼓勵我們表達自己的想法	1	2	3	4

II. 請回答下列問題：

1. 你最喜歡此課堂的哪些環節，為什麼？

III. 請利用下面的空白位置，用文字或圖畫表達你對此課堂的感受。

面談的數據分析

小組成員訪談節錄《第一次面談》

T2:

我期望小組能讓**大家分享**更多有效照顧學生學習差異的方法，而且應集中在教學質素，不應只滿足全年觀課開會的次數。

T1:

我期望小組能發展合適學生，尤其融合生的課程，而小組成員來自不同科目，更可在**沒太大壓力**的情況下**互相評論和給予意見**。

面談的數據分析

小組成員訪談節錄《第二次面談》

T2:

我感覺課研的**氣氛很正面**，組員每次開會、備課及檢討課堂時都很**認真**！我期望日後**更多同工**能參與小組課研，更期望擴展至更大的社群！

T1:

我感覺很興奮，因為課研的過程**豐富了我的教學方法**，資深同工的小組教學、分層課業等讓我**大開眼界**！我對同工開會時**認真態度**印象很深刻。我很享受參與小組課研的工作，期待更多同事工樂意參與課研。

面談結果的分析

- 並非所有組員對參與小組課研態度正面；
- 5位組員4位同意課堂學習研究能提升教師專業發展；
- 課前診斷與成效評估，能拉近教與學的距離；
- 經驗較淺的教師與資深教師互相學習、交流。

學生問卷數據分析

第一學期學生問卷數據分析

問題回應『同意』及『非常同意』 (%)	英文 (3C & D)	中文 (1A)	中文 (1B)	數學 (1C)	通識(5B)
課堂活動多元化	100	87.5	97.2	96.3	100
課堂能幫助我學習	75	100	94.3	92.6	91.7
課堂能令我更深入明白學科內容	87.5	95.9	97.2	100	91.7
老師解釋清楚，容易地明白	100	95.8	94.3	92.6	91.7
整體而言，我對課堂感到非常滿意	100	91.7	94.3	100	91.7

學生問卷數據分析

第一學期學生問卷數據分析

問題回應『同意』及『非常同意』 (%)	英文 (3C & D)	中文 (1A)	中文 (1B)	數學 (1C)	通識(5B)
課堂活動多元化	100	88.9	91	92.6	91.7
課堂能幫助我學習	100	96.3	87.1	96.3	91.7
課堂能令我更深入明白學科內容	100	96.3	92.3	96.3	91.7
老師解釋清楚，容易地明白	100	96.3	89.6	96.3	100
整體而言，我對課堂感到非常滿意	100	92.6	94.9	100	100

問卷結果分析

- 10個被觀課的課堂，學生對課堂滿意度高（所有題目均超過75%）；
- 問卷數據對小組老師有很大鼓勵作用，學生的回饋是教學成效的其中一項指標；
- 老師自信提升，令小組運作有正面回饋。

課研計劃的限制及建議

- 由於**配課困難**，未能在中一全級推行，期望下學年可如計劃開展；
- 過程中同工對觀課及檢討仍有所**憂慮**；
- 組員會因**撞堂**而未能出席觀課；
- 可考慮抽樣與**學生面談**；
- 未能使用Google Form 協作學生**填寫問卷**；
- 課堂學習研究應擴展至全校及推廣至**跨校合作**，提升專業交流。

總結

- 課研文化由小步子開始；
- 開始推動時宜由上而下，獲校長、副校長、科主任鼎力支持；
- 過程必須釋除同工的疑慮；
- 課堂學習研究是有效的教師專業發展策略；
- 加深教師對學科知識的理解，並發展出教學設計、教學實踐、教學評估及實踐反思；
- 有助學校形成一種以分享、信任、支持為中心和促進成長的協作文化。

Catering for Diverse Learning Needs



*Teaching English writing through integrated use of self-directed learning strategies
(a case of a 3-year remedial writing project)*

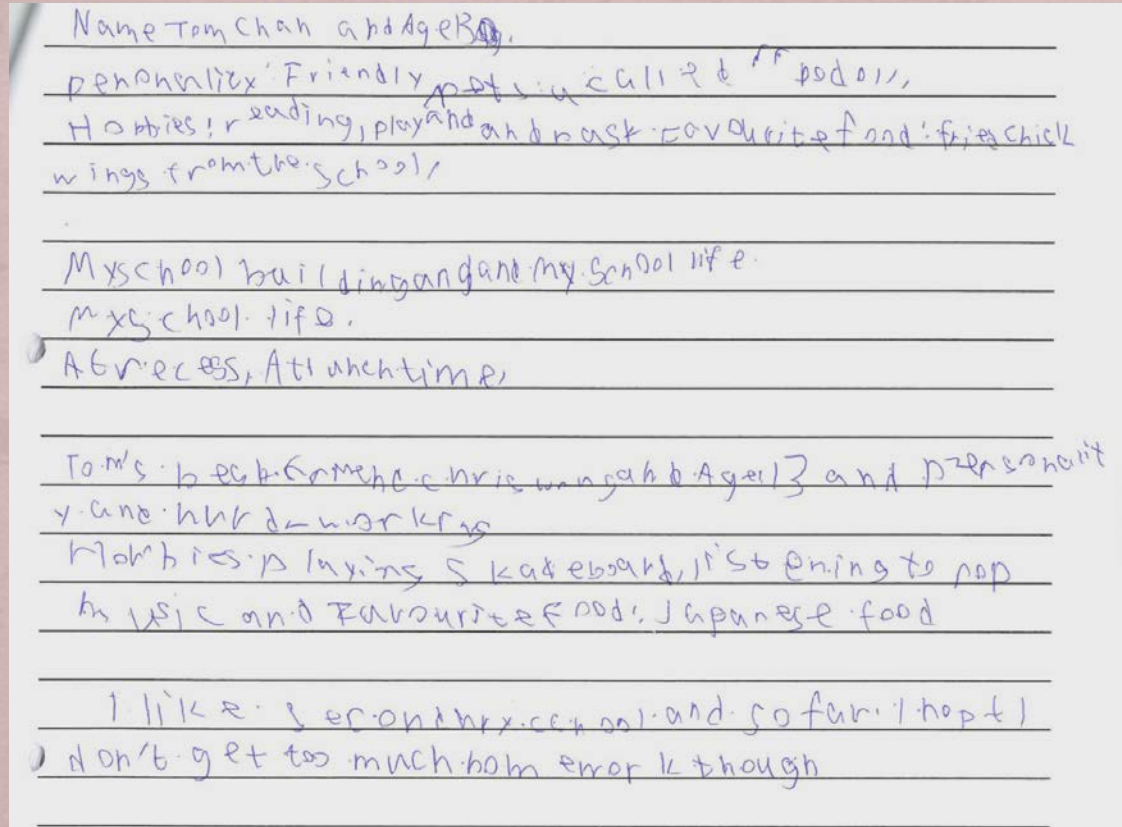
Angel Law

China Holiness Church Living Spirit College

1. BACKGROUND AND OBJECTIVES

Our students' learning difficulties:

- * dyslexia
- * low average & limited IQ
- * ADHA
- * autism.....

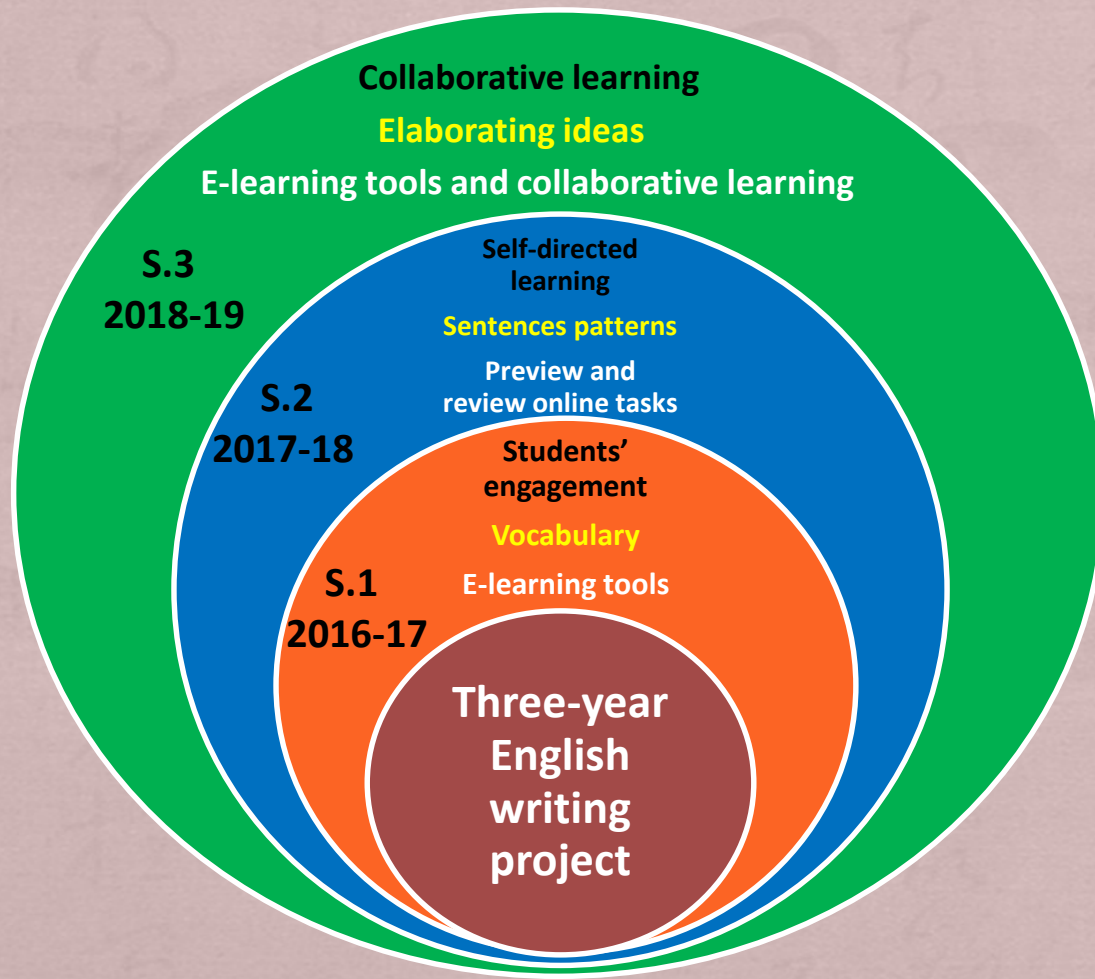


But we believe
everyone is
teachable and
valuable!



- **A three-year writing remedial project (2016-2019)**
- A remedial class of 10 reported SEN students who were also ranked as the bottom ten in English proficiency (according to the pre-S.1 attainment test 2016)

Objectives and Means



2. LEARNING STRATEGIES

A. ADOPTION OF E-LEARNING TOOLS **IN-CLASSROOM**



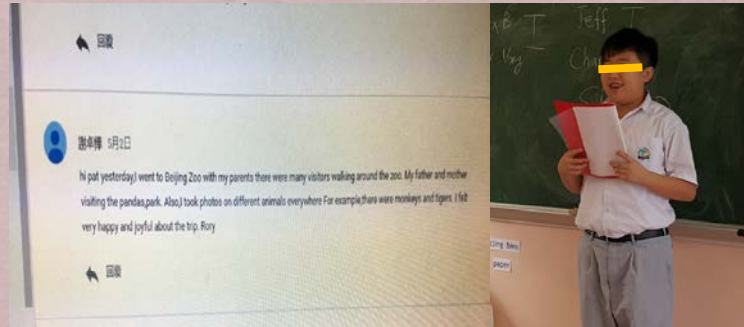
1. Youtube video: *For motivation*



3. Kahoot: *For teaching and revision*



2. Mentimeter: word cloud or voting: *For lead-in exercise*



4. Google classroom: *For presentation and sharing*

BEYOND CLASSROOM

1. Preview Exercise



***Use of WhatsApp and selfie video:
For self-learning before lesson***



A. M-Learning Preview Tasks:



1. Watch the video and answer the following questions.

Cyber bullies are no fun

www.youtube.com/watch?v=peDosNN7l3w



- a. What teenage problem does Alex have?

- b. What suggestions do you give to him to solve the problem?



BEYOND CLASSROOM

2. Review Exercise



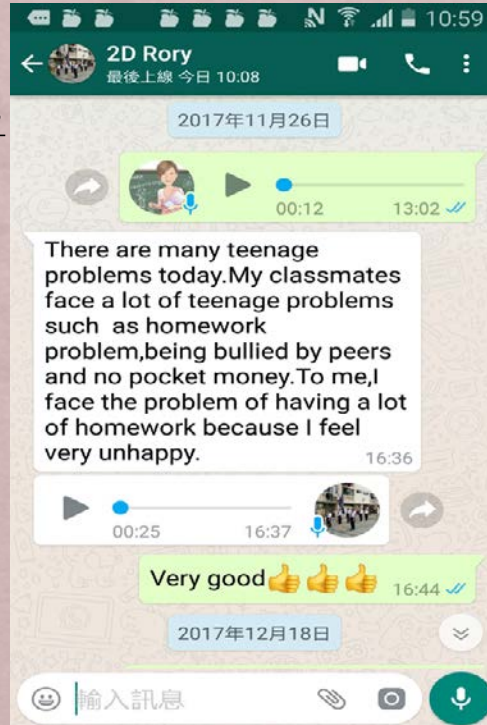
*Use of WhatsApp recording:
For self-learning after lesson.*

E. M-Learning Revision Task:



1. Read out (讀出) two sentences about the solutions to cyberbullying. (From Part C, Kahoot Time Exercise)
2. Type and send me the paragraph (Part D) to our WhatsApp group.

***** Due day and time: before 15/12 (Fri) 9:00 p.m.**



B. TAILOR-MADE REVISION BOOKLET - FOR SELF LEARNING AT HOME



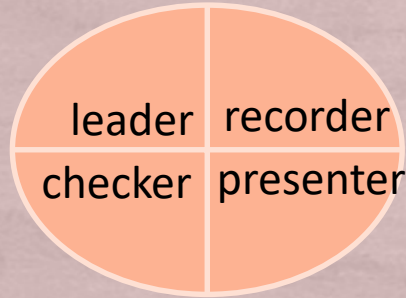
B. Useful vocabulary and phrases about shopping : Text 3 and 6 (J52 P.5,6)		
Core +		
15.	a wide variety of (phr)	很多種類 There is a <u>wide variety of</u> shops in Mong Kok. ✓
16.	luxury brands (n phr)	奢侈名牌 Rich people are interested in buying <u>luxury brands</u> .
17.	fashion accessories (n phr)	时尚配饰 It has lots of small shops selling <u>fashion accessories</u> . ✓
18.	admire (v)	欣赏 You can <u>admire</u> many types of colourful birds in the Bird Garden.
19.	worth visiting (phr)	值得參觀/遊覽 Also <u>worth visiting</u> is the nearby Flower Market.
20.	hot spot (n phr)	熱點 Mong kok is one of the shopping <u>hot spots</u> in Hong Kong. ✓
21.	bargains (n)	以極其便宜的價格購得之物 = (廉價品) From busy, colourful street markets full of <u>bargains to stylish</u> shopping centres, Mong Kok has it all. ✓
22.	stylish (adj)	時尚的
23.	reasonable (adj)	合乎情理的 All the goods are sold at a <u>reasonable</u> price.
24.	great deals (phr)	很多, 大量 You may visit Mong Kok Computer Centre for <u>great deals</u> on computers and DVDs.

C. COLLABORATIVE LEARNING

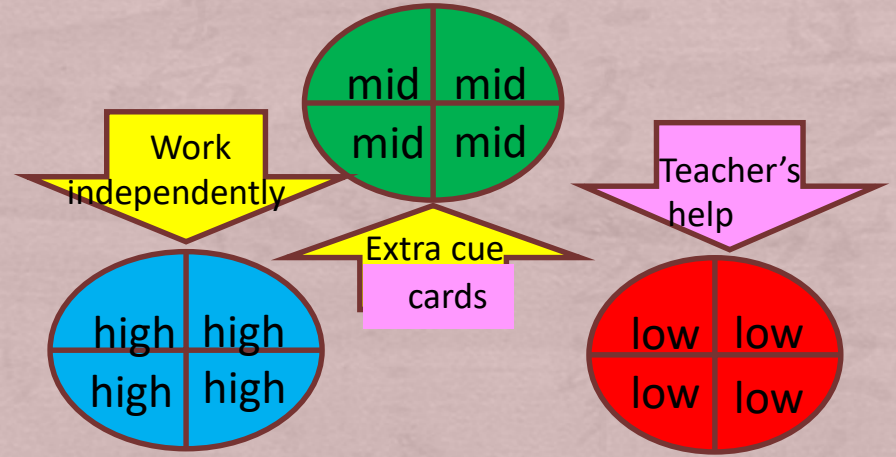
Mixed ability learning group

VS

Same-ability learning group



e.g. Learning Community Model



e.g.

SHARESTART Model

HIGH-ABILITY
GROUP



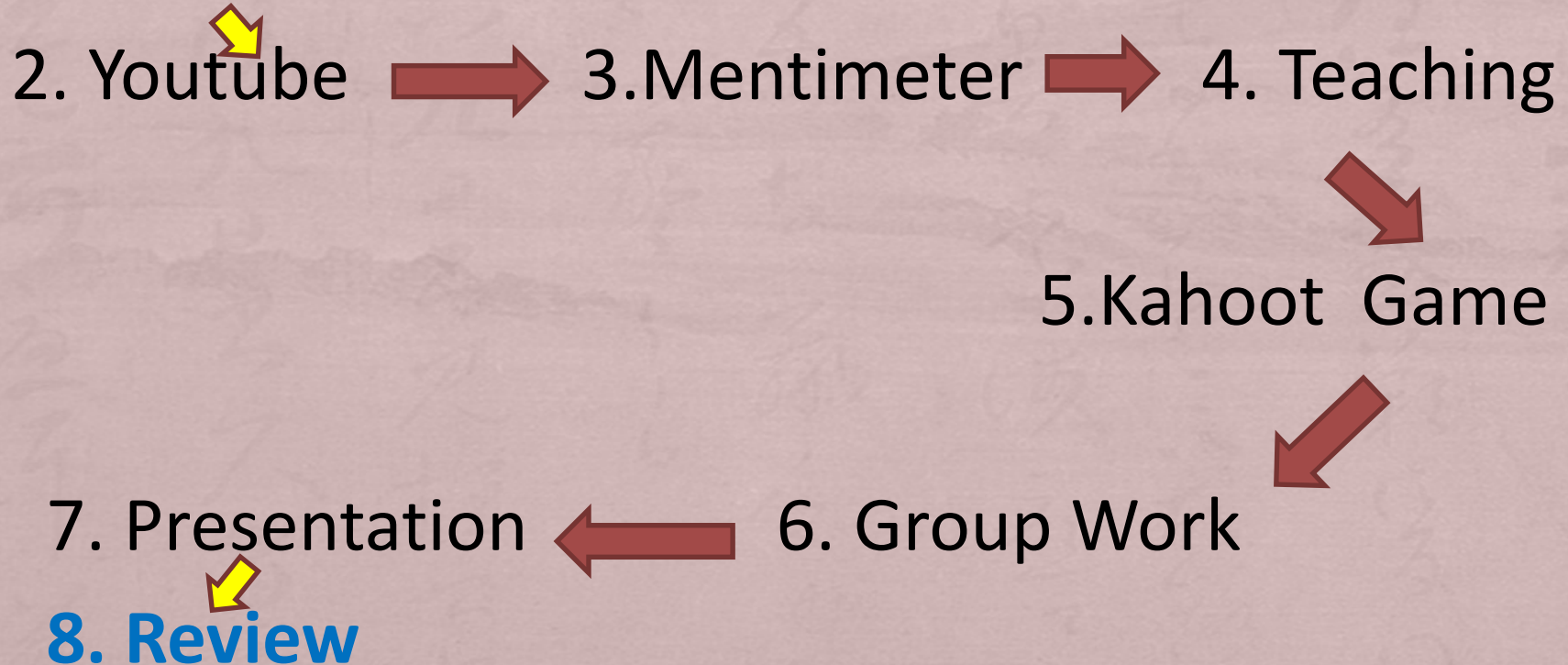
LOW-ABILITY
GROUP



MID-ABILITY
GROUP

3. OTHER FACTORS: A. CLASS ROUTINE

1. Preview



B. LEARNING MATERIALS

Characteristics:

1. The format design is similar every time. (make them feel safe)
2. The focus of content is different.
(let them try and create)
3. Exercises are progressive and attainable.
(Keep them engaged)

Lessons 13, 14, 15

4. OUTCOMES OF LEARNING

Measurements:

1. Evaluate writing output by pre-course and post-course writing exercise.
2. Evaluate learning process by questionnaire and observation.

China Holiness Church Living Spirit College.
S2 English Writing Remedial Class (2018-19).
Pre-course Questionnaire.

Name: _____ Class: _____ () Date: _____

Tick (✓) the boxes that most closely match how much you agree or disagree with each statement. Use the following scale.

1. Strongly disagree 非常不同意.
2. Disagree 不同意.
3. Agree 同意.
4. Strongly agree 非常同意.

A. About the knowledge acquired in the writing lessons.

	1.s	2.s	3.s	4.s
1..s I can use a variety of vocabulary in writing exercise.				
2..s I can write basic and compound sentences well.				
3..s I can use tenses correctly.				
4..s I can use connectives to link up sentences.				
5..s I can develop ideas in writing exercise.				

B. About learning process in and after the writing lessons.

	1.s	2.s	3.s	4.s
1..s I am engaged in English writing lessons.				
2..s I enjoy English writing lessons.				
3..s I like asking questions during the lessons.				
4..s I learn better in group work.				
5..s I am willing to work in group.				

C. What are the factors (原因) to make you learn better in English writing lessons? (原因) or/and write your answers).

Group activities/... teaching materials/ Google classroom revision/
small class size/ teacher-student relationship .

others: _____

Scores of pre-course and post-course writing test

內容	姓名	出席總節數	attendance%	Pre test Writing (21)	Pre test Writing 100%	Post test Writing (21)	Post test Writing 100%	+/- %
1	3C07 (Finn)	14/16	87.5%	6	29%	10	47%	+18%
2	3C10 (Jeff)	9/16	56.25%	ABS	/	ABS	/	/
3	3C18(Charles)	14/16	93.75%	4	19%	9	43%	+24%
4	3C19 (VK)	14/16	93.75%	3	14%	9	43%	+29%
5	3D07(Thomas)	13/16	93.75%	6	29%	11	52%	+23%
6	3D09(Gordon)	14/16	87.5%	5	24%	8	38%	+14%
7	3D19(Nicholas)	16/16	100%	7	33%	15	71%	+38%
8	3D24(Rory)	15/16	93.75%	8	38%	13	62%	+24%
9	*3C09(KaKa)	7/7	100%	5	24%	11	52%	+28%

Oct, 2018 Pre-course Writing

suggestion of improving English

(sp)

No wonder many students do not have good English and they get bad exam results. So I want to give four ways to improve our English.

First, ~~watch~~ ^{write} English movies because the movies have many English words ^{we can give} ~~to~~ ^{to} learn and it is funny. ~~The~~ ^{the} students will feel English is fun.

Second, speak with the N.E.T teacher ^{because} the student talk with N.E.T teacher, N.E.T teacher can ^{correct} ~~correction~~ ^{the} student's ~~the~~ speaking will be good.

Third, pay attention in English lessons, because if student not pay attention, ~~the~~ English will be bad.

Last, listen to English songs ^{because} English songs can train student's listening.

Conclusion!

plural noun

can give examples.

grammar + elaboration.

May, 2019 Post-course Writing

Good morning, teachers and fellow students

I am ~~David~~. I am the member of the school health club and I would like to give three suggestions to develop a healthy eating habit today.

First, students should eat breakfast every day. It is because ^{eating} breakfast can rev up their metabolism and can give you power all day. For example, you can eat egg, salad and noodles or bread. Therefore, I really suggest ^{eat} ~~ing~~ breakfast, because ~~can~~ give you a healthier body.

Second, students can eat more vegetables or fruits. It is due to the fact that they are healthy and yummy. ^{It} is a good choice. There are more ^{that I like most} ~~fruits~~ ~~is my favorite~~, for example oranges, apple, bananas and strawberries. It is very yummy. So fruits ~~is~~ are important to you. Plus, if you want to keep fit, you can eat more vegetables.

Last, I think it is good ^{to} drink more water and everyday you must drink 8 cups of water. It is because water is good to health and ^{most} ~~the~~ important is it has no fat. Therefore, I believe water can give you a ^{healthy} ~~body~~.

In conclusion, I suggest the above three ways to develop the healthy eating habits. They are eating breakfast everyday, eating more vegetable or fruits and drinking more water.

Thank You!

1/10/2019

5. ONE-MINUTE VIDEO



6. REFLECTIONS BY TEACHER

1. The SEN students are unique and teachable.
2. They need guidelines to learn but they do need ***initiative*** to LEARN BETTER!!!
3. Creating a self-learning atmosphere in and beyond classroom is important.
4. Preparing for IT teaching/ preview/ review materials is less time-consuming than we expect.