



台灣國教院 SITEP 赴港共學計劃 高中組

校內專業成長的活動及策略

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系統創新·人才培育
System Innovation and Talent Education Program

誰是改進工作的推手？



香港學校的觀課實施

情的考慮

量的考慮

權的考慮

平等的考慮

質的考慮

- 選任何一位同事互觀
- 選任何一位同科同事互觀
- 同科組同事全部互觀
- 科組領導觀同組其他同事
- 同科組新同事觀舊同事
- 同科組同事觀領導
- 同科組同事觀資深同事
- 同科組同事觀優秀教師
- 其他同事觀優秀教師

The **Road** from Knowing to Performing

We know which practices work to improve schools. The question facing educators isn't "What works?" but "How do we get there from here?"

Karin Chenoweth

知易行難

教學行為

科目知識

外顯

教學知識



情境知識



實踐知識

信念

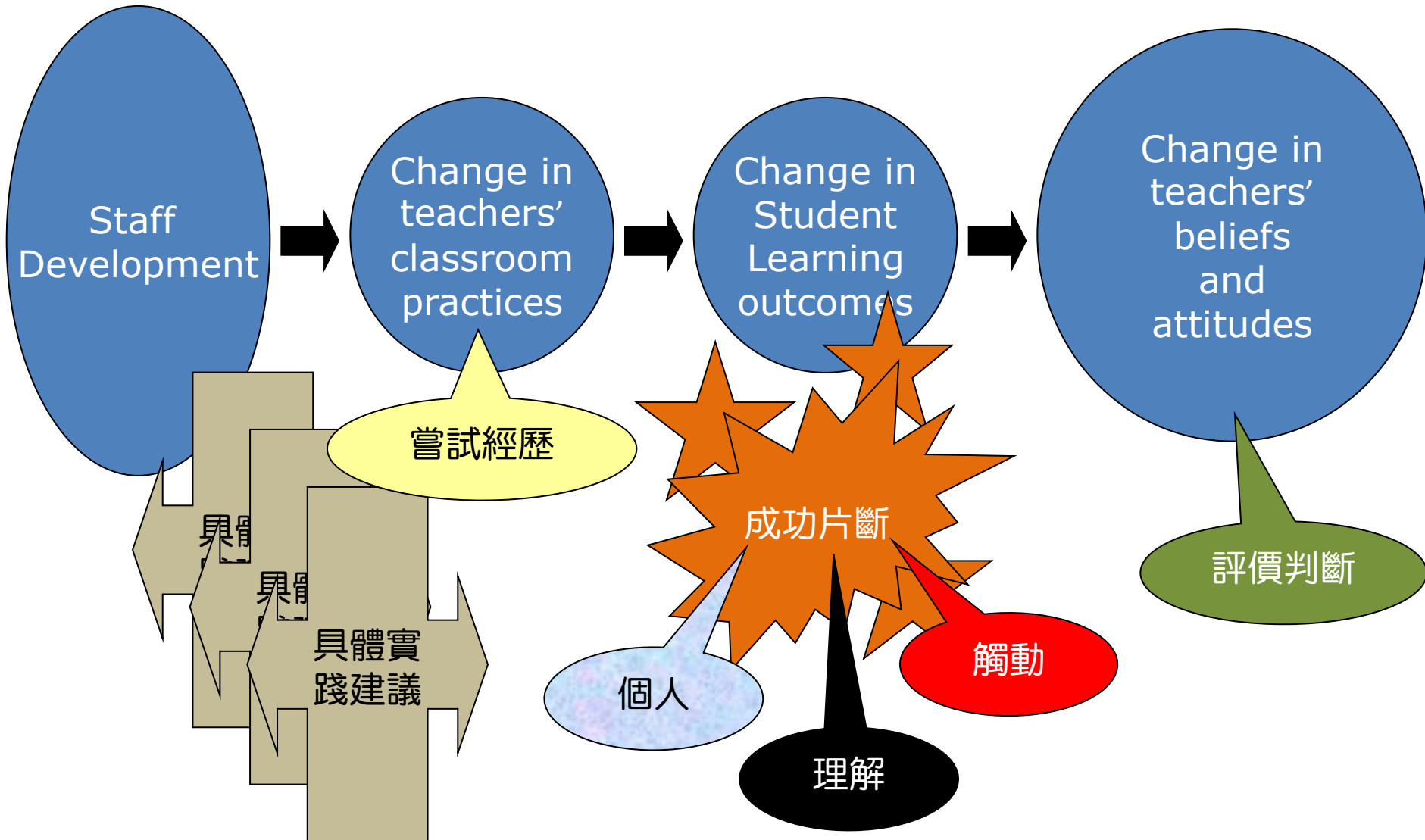


隱默

分享觀課片斷

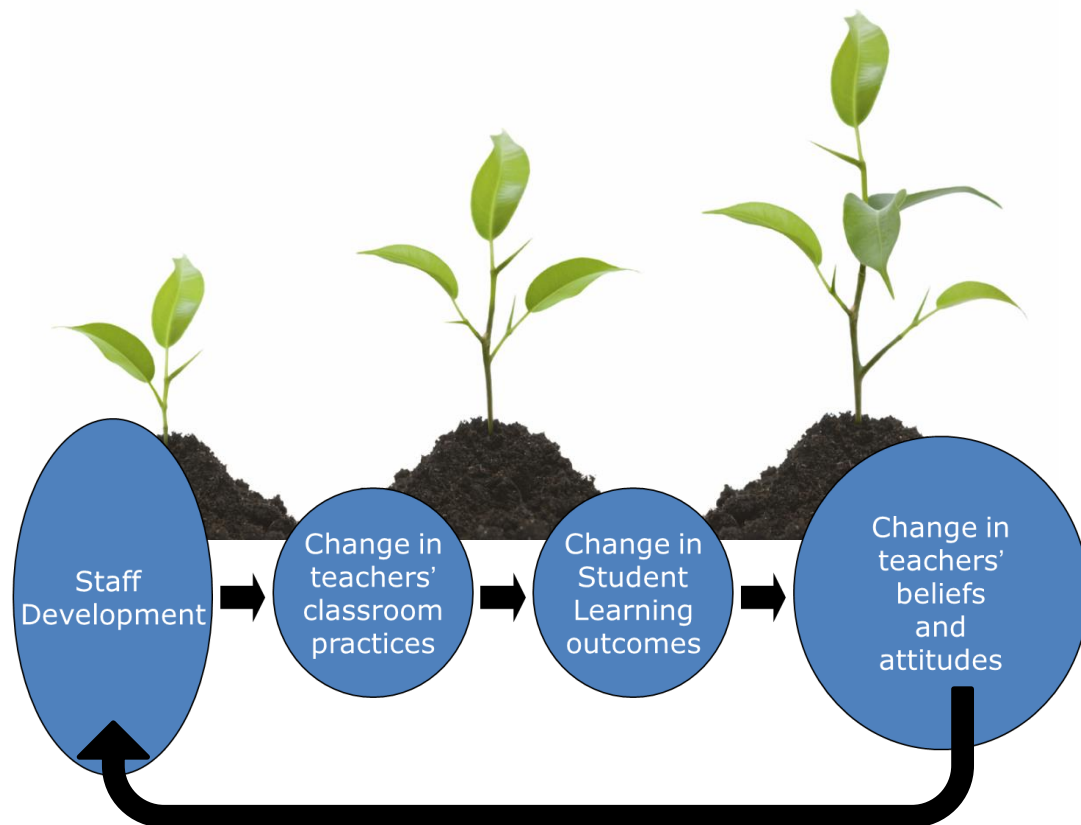
1. 請於組內分享觀課所見的一個教學片斷
(成功/失敗也可)
2. 簡單描述片斷中師生的教學行為。

The Process of HOW Teacher Change



教師發展下的實踐意義

- 實踐 > 理論
- 行動 > 知識
- 過程 > 結果
- 持續 > 片斷
- 主動 > 被動
- 協作 > 個人





手把手的從旁支援

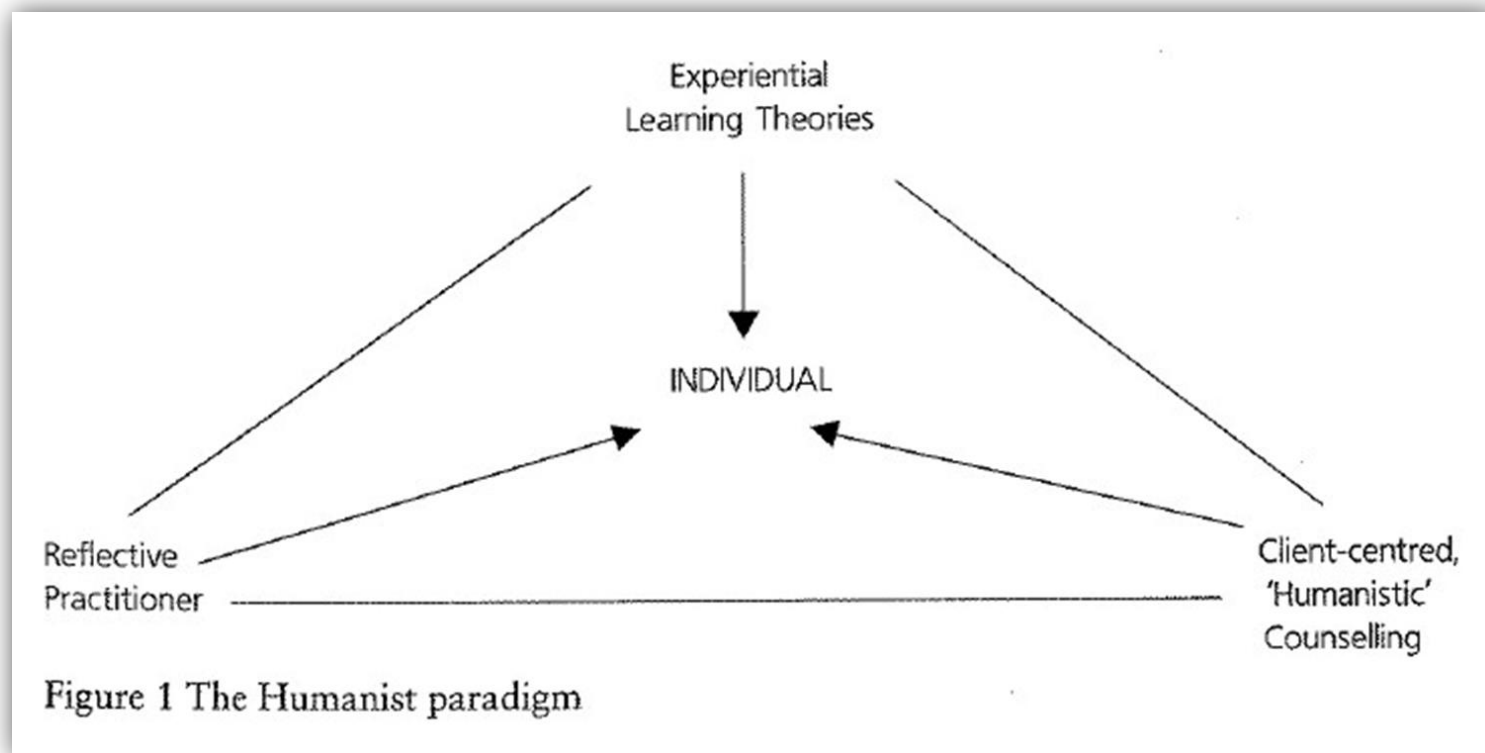


促進專業成長的活動



人本支援

- 強調經歷、反思和對話



不同支援策略的需要

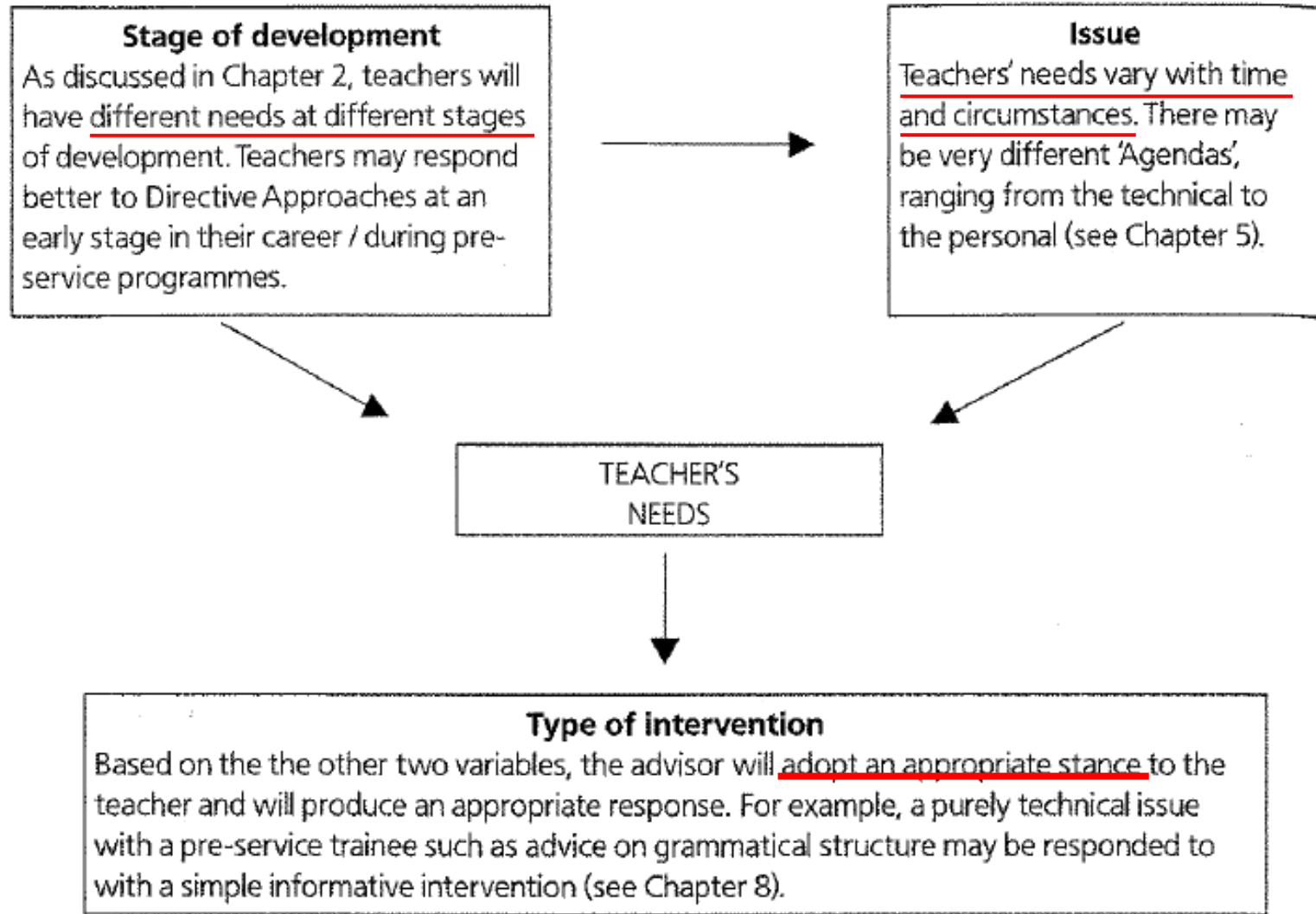


Figure 12 Criteria for choosing styles of supervision



Powerful Models

or

Powerful Teachers

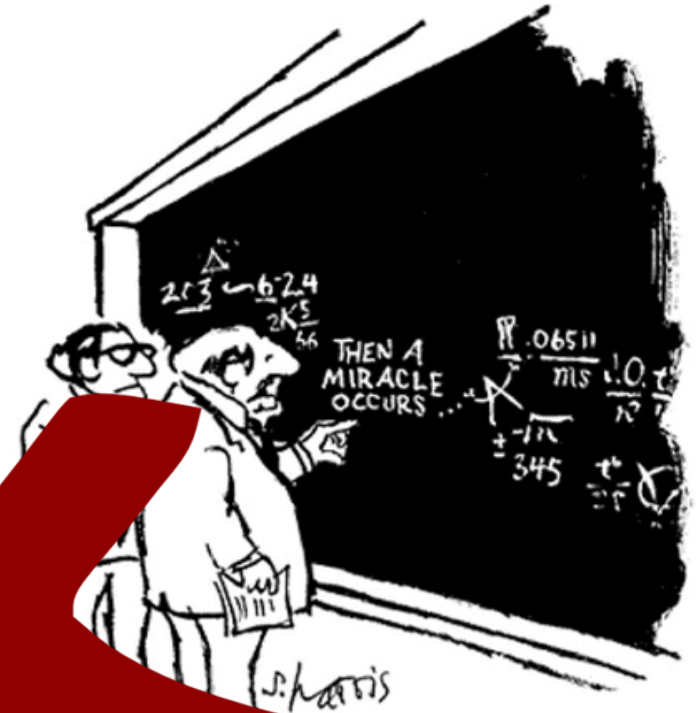
Process of Reasoning

“...it is not to indoctrinate or train teachers to behave in prescribed ways, but to educate teachers *to reason soundly* about their teaching as well as to perform skillfully. Sound reasoning requires both *a process of thinking* about what they are doing and an adequate base of facts, principles, and experiences from which to reason. Teachers must learn to use their knowledge base to provide the *grounds for choices and actions*. Therefore, teacher education must work with the *beliefs* that guide teacher actions, with the *principles* and *evidence* that underlie the choices teachers make.”

(Fenstermacher, G. from Shulman, L. S. 1987)

不利教師發展的改進策略

- 套餐式 Package
- 純理論 Theoretical
- 袖手旁觀 Not on-site



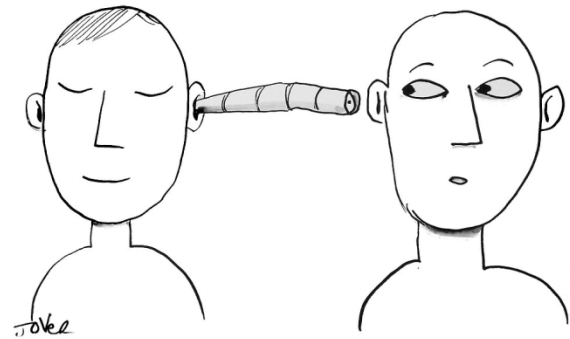
紅黃綠燈



觀課讀心術

- 觀察課堂發生的現象
- 分析現象成敗及原因
- 理解行為背後的思維
- 學習教學成敗的規律

MIND READING

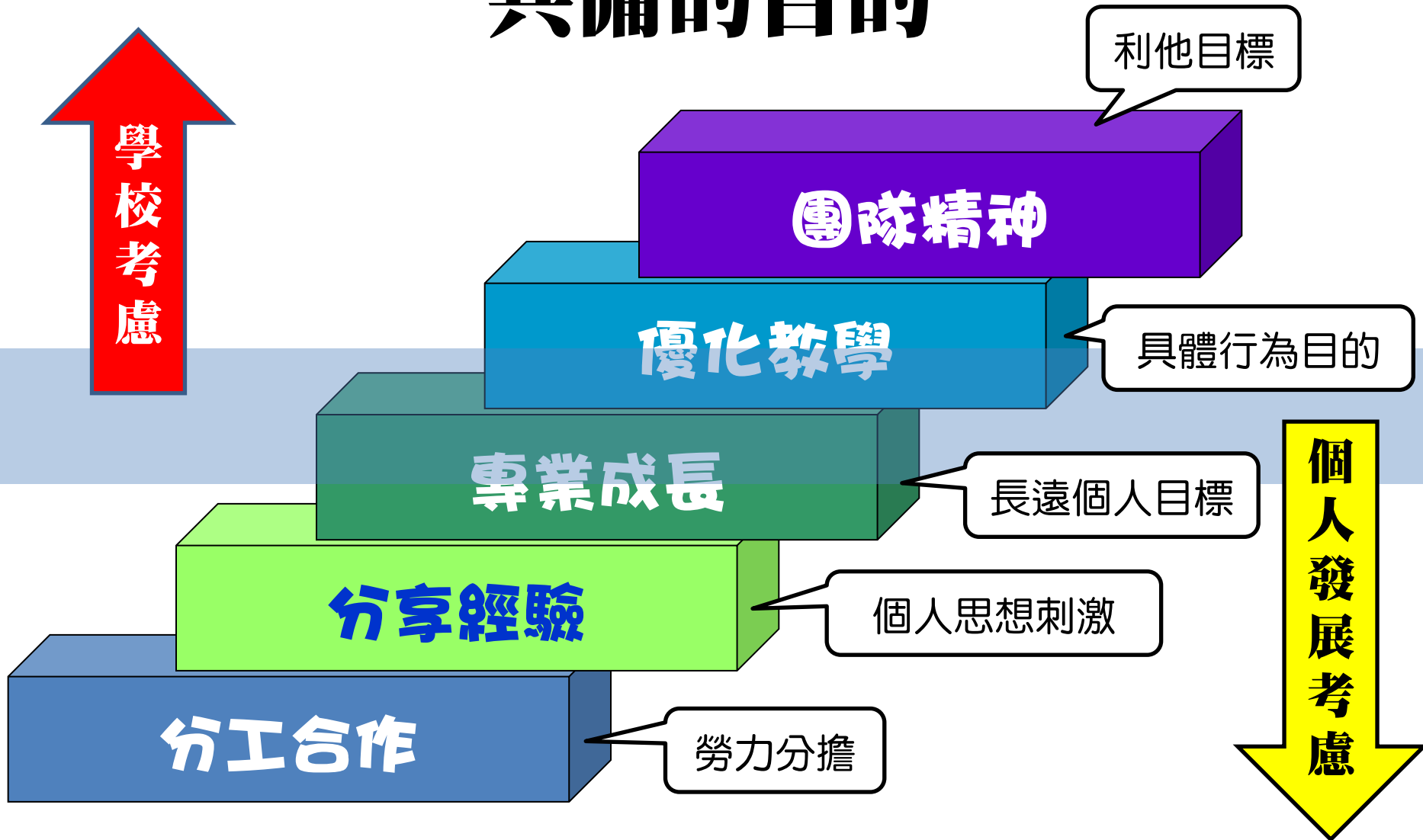


What is Teacher Capacity?

適應力 **ADAPTATIONS**



共備的目的

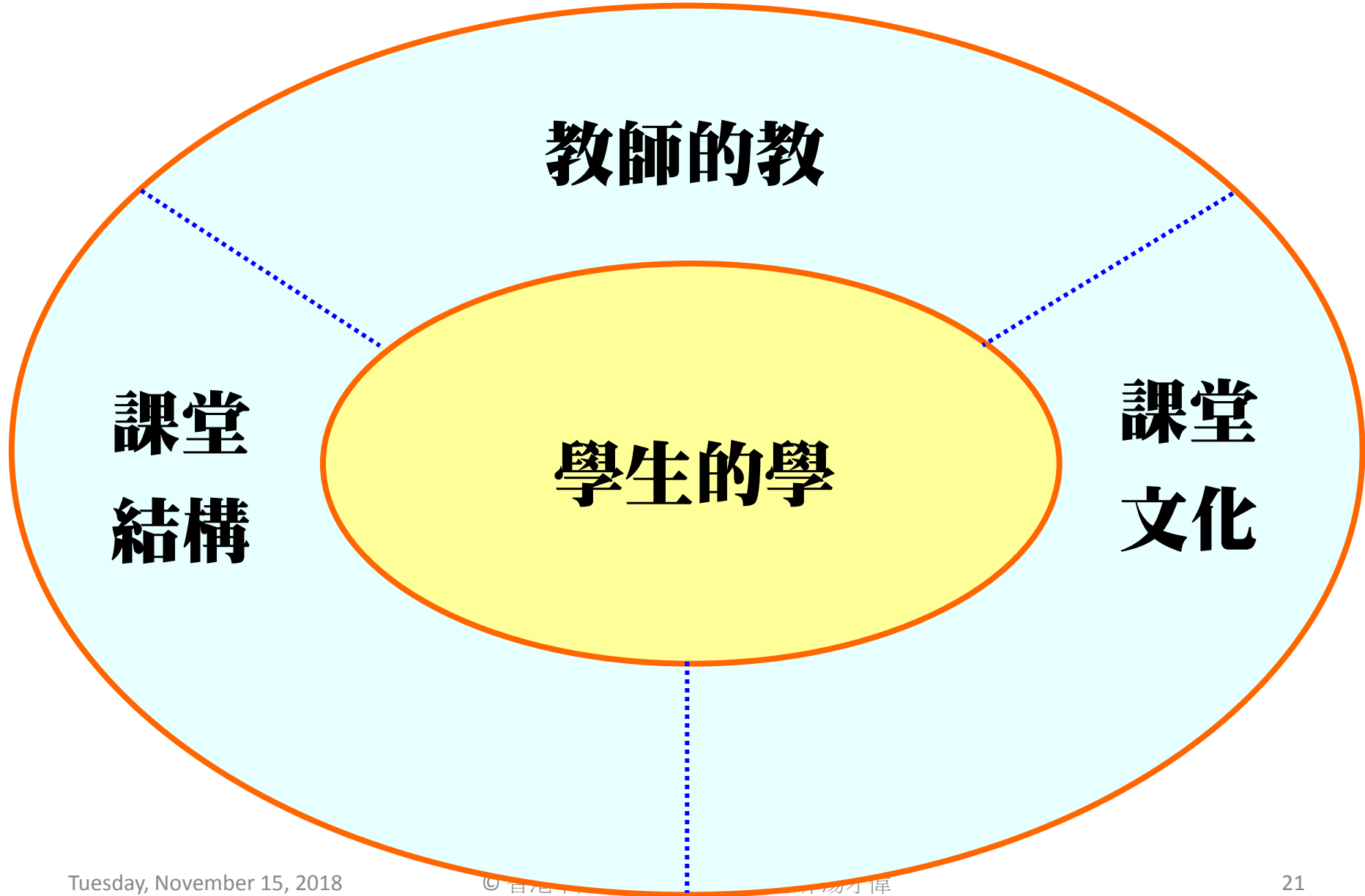




何謂一堂好課？ 觀甚麼？ 評甚麼？



一堂好課





**沒有最強的個人
便沒有最強的團隊
沒有最強的團隊信念和合作
亦沒有最優秀的個人表現**



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