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Research Notes and Innovations

課程改革研究2008

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研究背景和目標

香港自2001年實施課程改革以後，政府在各階段收集不同持分者對改革的意見。這些研究為政府提供重要信息，以調整課程政策。2008年，政府再次收集持分者對推行基礎教育及中學教育課程改革的意見，具體目標有四：

1. 跟進課程改革的進展及其對學校和學生的影響；
2. 審查不同階段及評估活動銜接的情況及影響；
3. 跟進學校對新高中課程的計劃和準備；
4. 指出重點問題及報告學校的支援措施。

整項研究有三個主要問題：

1. 學校校長、中層管理人員及教師如何看課程改革中期的實施情況及其對學校的影響（2006–2008）？
2. 學校校長、中層管理人員及教師如何看新高中課程改革的計劃及準備情況？
3. 學生如何看中期的課程改革對基礎教育的影響及為實施新高中課程所作的準備？

研究設計

本研究分兩個階段：問卷調查（量性）及後續焦點小組訪談（質性）。問卷調查對象包括小學校長／副校長、小學科主任、小學教師、小六學生、中學校長／副校長、中學科主任、中學教師、中三學生及中五學生。問卷的設計着眼於學校、課室、學習和教學議題上的進程，包括三方面：（1）課程改革在不同階段的計劃及推行；（2）學校和學生所做的計劃及準備；（3）學生學習。是次研究共收回17,360份問卷（見表一）。

為進一步收集持分者對課程改革的實施及影響之意見，研究組進行焦點小組訪談，對象包括小學校長／副校長、小學科主任、小學教師、小六學生、中學校長／副校長、中學科主任、中學教師、新高中通識教育科統籌主任、中三學生及中五學生。研究組共進行了32次焦點小組訪談，每次訪談包括三至九位來自同一持分者組別的受訪者（新高中通識教育科統籌主任組別除外），共170位受訪者接受訪談（見表二）。

研究結果

簡言之，研究有四項主要發現。首先，在七大學習目標中，學校最重視的三項為「幫助學生提高語文水準」、「擴闊知識領域」和「尊重多元文化」。

其次，大部分校長／副校長、科主任及老師在調查和焦點小組訪談中都認同，自2006–2007年度起，課程改革在個人、學校和學生質素等方面都產生了正面影響。尤為重要的是，他們都認同課程改革提升了他們對理解、能力、學習／教學／評估策略的掌握，促進了教師與學生／學校及家長之間的關係。此外，中小學校長／副校長、科主任及教師亦都認同，過去兩年的課程改革提升了學生對時事的觸覺，加強了學生的共通能力，培養了他們的閱讀習慣以及正確的觀念和價值。同時，小學生和中學生都正面評價自己在共通能力、閱讀興趣、價值觀和態度等方面的表現。

表一：每組持分者的回應總人數

持分者	小學 (樣本數量 = 156)	中學 (樣本數量 = 100)	總人數
校長／副校長	321	208	529
科主任	868 (每校5.6位)	737 (每校7.4位)	1,605
教師	1,651 (每校10.6位)	1,233 (每校12.3位)	2,884
學生	5,033 (每校32.3位)	7,309 (每校73.1位)	12,342
總數	7,873	9,487	17,360

表二：焦點小組訪談受訪者數量

持分者組別		訪問場數	受訪者人數
小學	校長	2	12
	副校長	1	7
	科主任	8	38
	教師	4	19
	小六學生	3	24
中學	校長	1	6
	副校長	1	4
	科主任	4	15
	新高中通識教育科統籌主任	1	2
	教師	3	15
	中三學生	2	13
	中五學生	2	15
	總數	32	170

第三，研究顯示，學生學習成效非常正面。在四大關鍵項目（德育及公民教育、從閱讀中學習、專題研習、運用資訊技術進行互動學習）的調查及焦點小組訪談中，大部分校長／副校長、科主任和教師都表示，在自己學校的課程中注入這四個關鍵項目，對學生的影響亦非常理想。

第四，研究發現，學校充分準備新高中課程的實施，包括學校準備、教師準備、學生的信心和期望，以及與教授新高中通識科相關的所有項目。

小結

課程實施的情況尚算理想，然而並非沒有挑戰，如：（1）在實施課程改革以及準備新高中課程的過程中，教師擔負的工作量極重；（2）學校要努力照顧學生的個別差異，既要關注能力較高的學生，亦要注意有特殊學習需要的學生；（3）學校要面對小學六年級到中一的銜接，以及從初中教育到新高中教育的銜接，故須調適課程和教學策略，以便加強關鍵階段之間的銜接；（4）為準備全港性系統評估／中一學前香港學科測驗的學生進行訓練的問題；（5）學生在選擇新高中選修科目時以及適應新高中課程的新學習模式時所面臨的困難。整體而言，仍需要不斷檢視課程實施情況，並為學校提供適時的協助。

Research Programmes

Research Programme in Counselling and Guidance

Principal Investigator: Seung-ming Leung

Objectives

The Research Programme in Counselling and Guidance aims to achieve three major objectives:

1. To examine contextual and cultural factors influencing the application of counselling in Chinese communities.
2. To examine models and strategies of delivering counselling and guidance services in Hong Kong schools.
3. To collaborate with schools and the education community to provide counselling and guidance services/training to students, parents, and teachers.

On-going Initiatives

Research and Scholarship

Theories and practice in counselling and guidance are mostly developed in the Western world and should not be “imported” or “transferred” to another culture without adaptations. The adaptations should take into consideration the characteristics of the cultural contexts (e.g., social, political, educational) as well as the diverse needs of individuals and their communities. In addition to adapting existing models and frameworks, research in counselling and guidance should seek to understand the culture-specific or indigenous aspects of helping within Chinese culture, so that what has been developed and used historically within Chinese communities to promote mental health and well-being could be identified and delineated. Meanwhile, even though counselling and guidance are still developing in Chinese communities as a new discipline, there are many ways that the international community could benefit from the knowledge and experience generated in our local regions. With the above considerations in mind, a number of scholarly publications have been generated in the past three years to address the development of counselling in Chinese regions, focusing on themes such as indigenization, internationalization, multiculturalism, and cultural adaptations (e.g., Leung & Chen, 2009*).

Training and Development

This current year (2010–2011) is the fourth year that the Hong Kong Education Bureau commissioned the operation of 100-hour Certificate Course in “Career Education for Secondary School Teachers”. In each of the four years, about 40 secondary teachers received training in career guidance and education, with a focus

on equipping secondary guidance teachers with foundation knowledge and competence in helping students on career and life planning issues. This is a very meaningful endeavour as it serves to enhance the capacities of secondary school teachers to develop effective school programmes in career guidance and education.

Another major initiative is a project in collaboration with the Hong Kong Association of Careers Masters and Guidance Masters where a Web-based career assessment platform is created. Students who participated in this project received an individualized career interest test report, and teachers are trained to help students understand the report as well as to develop action plans to further explore their career and educational directions. During the 2009–2010 academic year, about 30 schools and 3,000 students were served. In the 2010–2011 academic year, more than 50 schools and 7,000 students are expected to enrol and benefit from this programme. The platform also serves as a source of empirical data where the validity and reliability of career assessment tools could be examined.

A third on-going initiative is the experimental counselling and guidance service organized in collaboration with partner schools. Through this development project, we have been offering counselling services to students, parents, and teachers for ten years. Since 2008, the service has been expanded to include students with varying special educational, emotional, and behavioural needs. Through this service, we have been able to (a) serve the educational community through the services provided; (b) offer counselling trainees the opportunities to integrate theory and practice under close supervision; and (c) explore models of helping that are effective and relevant in a Chinese cultural context.

* Leung, S. A., & Chen, P. W. (2009). Counseling psychology in Chinese communities in Asia: Indigenous, multicultural, and cross-cultural considerations. *The Counseling Psychologist, 37*(7), 944–966.

Conferences, Seminars and Public Lectures

PISA 2009 Result Release School Seminar

Reading, Mathematical and Scientific Literacy of Hong Kong Students: From PISA 2000+ to PISA 2009

In parallel with the international release of PISA 2009 results in December 2010, Hong Kong Centre for International Student Assessment (HKPISA Centre) will organize a seminar for schools on the performance of Hong Kong students in the assessment.

In this seminar, the research team members will report on students' cognitive and affective performance in Reading, Mathematics and Science in PISA 2009 and analyze the contextual factors influencing students' performance. Moreover, the trend of performance across the previous four cycles of PISA (2000+, 2003, 2006, 2009) will also be discussed. The areas of strengths and weaknesses of students will be highlighted so that educators will know what areas they might help students to improve.

The HKPISA Centre will also introduce the new features of HKPISA School Data Enquiry System (SDES), the online database where schools participating in PISA may access their own data of previous cycles for reference in strategic planning and self-evaluation exercises. In addition, schools that participated in PISA 2009 may collect their confidential school reports on the day of the seminar.

Secondary school principals and teachers, as well as academics and relevant government officials are cordially invited to attend this important event. Information and registration material of the seminar will be sent to schools in November. Details of the seminar are as follows:

Date: 14 December 2010 (Tuesday)

Time: 2:00–5:30 p.m.

Venue: Lecture Theatre 1, Teaching Building at Chak Cheung Street, CUHK
(by the side of University Station, next to Hyatt Regency Hong Kong, Sha Tin)

Details will also be posted in the Centre's Website (<http://www.fed.cuhk.edu.hk/~hkpisa/>).

研討會及公開講座

日期	題目	合辦單位／講者
通識教育講座系列		
10/7/2010	新高中通識教育科的校內擬卷和評卷準則—— 從高補到新高中的經驗談起	盧家耀先生 (香港考試及評核局評核發展部) 許承恩老師 (基督教宣道會宣基中學)
21/8/2010	通識教育科「獨立專題探究」的校本課程對策	黃志堅先生 (香港中文大學教育行政與政策學系) 柯孫燦先生 (香港考試及評核局評核發展部) 鄧加迅老師 (通識教育科專業發展學會)

研討會及公開講座 (續)

日期	題目	合辦單位／講者
通識教育講座系列 (續)		
20/11/2010	探討通識教育科校本評核所產生的評分和學習差異問題——從科主任的經驗談起	黃家樑老師 (恩主教書院) 楊映輝老師 (香港道教聯合會圓玄學院第二中學) 陳劍平老師 (通識教育科專業發展學會)
29/1/2011	面對通識教育科的必修必考，學生如何從學得好發展到考得好？	鄭漢文博士 (香港中文大學教育行政與政策學系)
19/2/2011	如何教好一節新高中通識課？	朱嘉穎博士 (香港中文大學課程與教學學系)
19/3/2011	通識教學的困局及可行的解決方案	蕭麗萍教授 (香港中文大學課程與教學學系)
田家炳訪問學人講座		
21/10/2010	教育中懲罰的研究	傅維利教授 (遼寧師範大學田家炳教育書院暨教育學院)
價值教育秋季／春季講座系列		
23/10/2010	思考生命的價值——Death Be Not Proud	唐欣怡女士 (香港教育研究所)
30/10/2010	齊來思考價值：體會、探問與珍惜	伍美蓮博士 (香港教育研究所)
29/1/2011	「說教」與「唔教」之間：通情達理的品德教室	伍美蓮博士 (香港教育研究所)
19/2/2011	故事、人生與價值教育	唐欣怡女士 (香港教育研究所)
教師支援系列：教師專業發展		
10/12/2010 & 10/6/2011	「傳道、授業、解惑」——從師生關係開始 「同心、同路」——與家長有效的溝通	陳廷三博士 (香港教育研究所) 姚簡少薇女士 (香港教育研究所)
11/12/2010	課外活動專業發展研討會：「前輩匯聚談活動：今昔與未來」	香港課外活動主任協會 香港中文大學教育學院
14/12/2010	香港學生的閱讀、數學與科學能力	學生能力國際評估計劃—香港中心
16–18/12/2010	香港中文大學教育學院內地同學會第十一屆年會：未來十年中國教育改革路徑與展望	香港中文大學教育學院
個人成長及家長教育講座系列		
15/1/2011	三歲定八十——關係發展與學習的交互影響	陳廷三博士 (香港教育研究所)
22/1/2011	日光之下，「家長教育」何去何從？	香港家長教育學會
學生活動教育講座系列		
22/1/2011	中、小學如何善用校園電視台以促進學與教——優化策略與經驗反思	黎志明先生 (佛教黃允畝中學廣播事務委員會)

Research and Development Centres

Hong Kong Centre for the Development of Educational Leadership

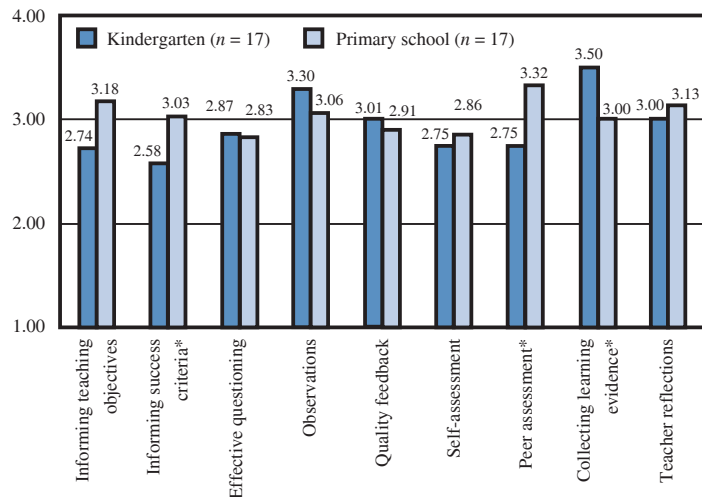
Assessment for Learning (AfL)
Practice in Hong Kong Classrooms

The School Development and Evaluation Team (SDET) has been conducting AfL studies since 2008 (Pang & Leung, 2008). The study in 2010 attempts to explore Hong Kong teachers' habit in using AfL skills and techniques in 10 primary schools and 10 kindergartens participating in a Quality Education Fund project "From Assessment for Learning to Promoting Self-regulated Learning in Early Childhood Education (Kindergarten & Lower Primary Levels)" (Pang & Leung, 2010). The study was conducted from April to June 2010 during the second year of the project. The participants were 34 teachers from the 10 kindergartens and 10 primary schools. Similar to the study in 2009, one School Development Officer was assigned to conduct class observations ($N = 34$) in each school to observe whether the teachers had used any AfL teaching strategies (e.g., informing teaching objectives, informing success criteria, effective questioning, observations, quality feedback, self-assessment, peer assessment, collecting learning evidence, and teacher reflections) in the lessons against a 5-point scale ("0" for not using the technique, "1" for weak, "2" for satisfactory, "3" for good, and "4" for excellent).

The results of the present study indicate that all the AfL teaching strategies were well utilized (mean > 2.50) by the participating schools as a whole, particularly in the areas of "observations", "peer assessment", "collecting learning evidence", and "teacher reflections" (mean > 3.00) (see Figure 1).

It could be interpreted that the project has a positive impact on teachers of the

Figure 1. Comparison of AfL Strategies Used Between Kindergarten Teachers and Primary School Teachers in the 2010 study



* $p < .05$

participating schools through promoting the importance of AfL in classrooms. Also, through the training programme and whole-school workshops organized by the project, teachers' awareness and competence of AfL strategies have been enhanced to a certain extent.

It is interesting to note that primary school teachers are more inclined to share the success criteria of the task(s) with their students and incorporate peer assessment in their lessons than kindergarten teachers. It can be interpreted that kindergarten teachers may perceive that it is rather difficult for them to explain the success criteria to younger children owing to the children's limited vocabulary. Similar reason may contribute to the significant difference in incorporating peer assessment between kindergarten and primary school classes, where kindergarten teachers may assume that the toddlers may not be able to make comments on their classmates' work or performance owing to a lack of vocabulary.

In terms of "collecting learning evidence" in the lessons, kindergarten teachers seem to use this AfL strategy more often than primary school teachers. It may be due to the fact that the Education Bureau (2009) has highly recommended having assessments based on continuous observations, where evidence for students' achievement or progress made in various aspects should be collected or recorded. Thus it is rather legitimate for kindergarten teachers to incorporate this AfL strategy in their lessons than their counterparts in the primary schools. On the

other hand, because of the large class size and packed curriculum, it is rather difficult for primary school teachers to make observations for individual students in class; therefore, they may mainly rely on test and examination results to evaluate their students' progress.

Implications of the Study

The findings of the present research have the following implications for educators. For kindergarten teachers, it is important to encourage them to share the success criteria verbally to the youngsters and demonstrate the task(s) to them so that they can have a clear concept of the task requirements. Where possible, teachers can select some samples of students' work from previous years and explain to the young children in what ways the samples are considered a piece of good work. Most importantly, teachers should teach the necessary vocabulary for peer assessment, which is supposed to be useful for students to describe or comment on others' work.

For primary school heads, it would be feasible for the school management and curriculum designers to review the existing curriculum and make subsequent adjustments so that teachers can afford to spend more time observing students' progress for further informing learning and teaching.

Finally, the findings from this study show that both kindergarten and primary school teachers have generally demonstrated a considerable improvement in their AfL competence during the project. It would be beneficial if similar professional development programmes or training sessions could be provided for practising teachers as well as student teachers.

References

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普通話教育研究及發展中心

研發小學生普通話水平測試的重點部分——朗讀短文

本中心為了配合本港「用普通話教中文」的趨勢，於去年年底正式啟動針對香港小學生普通話水平的測試實驗研究。測試共分五部分，其中「朗讀短文」是該測試的一項重點考核項目。

在口語測試中，朗讀是最常見的測試方式。對小學生作普通話口語測試，朗讀亦必不可少。況且，面對「用普通話教中文」的學生來說，朗讀不僅能檢測他們普通話口語的基本水平，亦能發揮以普通話為教學語言在中文教學中的作用，檢測學生掌握中文的基本綜合素質。

目前，在普通話科課程中，普通話朗讀只是普通話教學的方式。用普通話教中文以後，普通話朗讀應該成為中文教學的重要手段，有利於學生中文書面語和普通話口語語感的形成與發展。我們都知道，在普通話測試中，朗讀短文讓學生將無聲的書面文字轉換為生動的語音形式。設立朗讀短文測試項目的意義在於，一來就普通話口語語感而言，能檢測字音的規範準確和自然流暢程度；而更重要的是，還可以檢測學生對文章的理解程度，主要表現在學生朗讀文章有無輕重音和把握語氣、語調等方面。一字一頓，逐字讀出，則表現為「字化」；反覆回讀，斷斷續續，是對文章所表達的語義不能深入理解的表現。

在編制朗讀短文試卷的過程中，選文是十分關鍵的環節。我們發揮中心研發小組的集體力量，先粗選後精選，一改再改，使短文內容更加適合小學高年級的程度，而且符合普通話的語感。目前，本港小學高年級的中文課文長度，除文言文外，大多超過300字，最長可達1,200多字。我們設計的朗讀短文，長度確定為300字，以便我們全面檢測學生用普通話朗讀書面作品的水平。



小六學生參加普通話水平測試

Centre for the Advancement of Information Technology in Education

In the past few months, the Centre for the Advancement of Information Technology in Education (CAITE) continued its contributions to the promotion of IT in Education to schools inside and outside Hong Kong, particularly in the following two areas.

Inquiry Learning

CAITE has been actively promoting Inquiry Learning during the last months, by collaborating with partners from the commercial sector, and by co-organizing a conference for the global Chinese. A seminar entitled “21C Educators Academy” was co-facilitated by CAITE, Apple Inc., and Wiseman Education on 29–30 July 2010. More than 50 local teachers and school administrators attended the seminar and they shared the inspiring keynote speeches and practical digital lessons given by renowned practitioners and researchers.

In addition, CAITE has co-organized the Global Chinese Conference on Inquiry

Learning 2010, in collaboration with the Chinese Society for Inquiry Learning and the Guangzhou Education Bureau. The conference was successfully held on 24–26 August 2010 in Guangzhou. More than 300 participants from Hong Kong, Macau, Taiwan, and the Chinese mainland were inspired by the keynote speeches of Prof. Bernie Dodge of San Diego State University, Prof. Chi-Syan Lin of University of Tainan, and Prof. Qingchao Ke of South China Normal University. As a satellite of the conference programme, three workshops related to the innovative use of IT in Inquiry Learning were conducted. The workshops were well-received by audience. To further extend its influence in the global Chinese communities, CAITE will host the conference in the campus of The Chinese University of Hong Kong in 2011.

Game-based Collaborative Learning Platform

“Project-based Learning for Hong Kong–Taiwan School Pairs on a Game-based Collaborative Learning Platform” is a project launched by CAITE to enhance students’ interest in collaborative inquiry learning and to promote cultural exchange between students in Hong Kong and Taipei. With the support of the Department of Education of Taipei City Government, a group of Taipei students came to Hong Kong to meet their learning partners on 27–29 May 2010. Students from Taipei were impressed by the sharing sessions and welcome activities in their partner schools. Because of the great success, CAITE will continue the project in Taipei and extend it to Beijing this year.

Students from Hong Kong and Taiwan were making a thermal bottle together during the visit in May 2010.



More than 50 local teachers and school administrators attended the “21C Educators Academy” seminar.

Principals, teachers, and students from Taipei visited Kwong Ming Ying Loi School in May 2010.



Teachers were having a workshop about inquiry learning.

Hong Kong Centre for International Student Assessment

PISA 2012 in Hong Kong (Field Trial in April 2011) – Inviting School Participation

HKPISA Centre has been commissioned by the Education Bureau to implement the next cycle of PISA study (PISA 2012) in Hong Kong. The field trial will take place in April and May 2011. As a study of students' readiness of participating in the society, the design and content of PISA have been responsive to social and technological progress. A significant development in this cycle is the increased use of computer in assessment delivery. Specifically, there will be computer-based assessment of reading, mathematics, and problem-solving. Computer-based delivery of the assessment has enabled interactivity between the student and the test items which cannot otherwise be achieved in a paper-based task. Moreover, an online version of School Questionnaire will also be available internationally. With these and other developments, we will be able to provide participating schools and the community with more relevant findings regarding student learning.

PISA 2009 in Hong Kong – Results Coming up

The international result release of PISA 2009 is scheduled in December 2010. HKPISA Centre will correspondingly disseminate the Hong Kong results. A seminar will be organized for schools, particularly for those that participated in PISA 2009. Some interesting preliminary findings have already been reported in the Centre's newsletter. For example, we have reported students' reading habit (December 2009) and parental involvement in students' learning (June 2010). In the November 2010 issue, we will report on how students think about their education and career. For details, please visit the Centre's website (<http://www.fed.cuhk.edu.hk/~hkpisa/>).

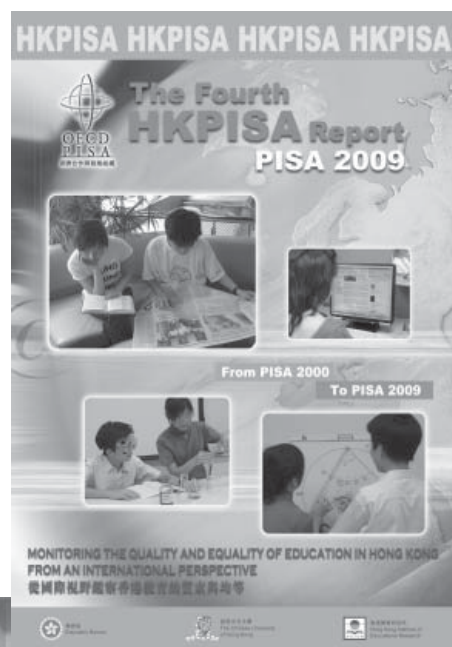


The three PISA guidebooks for teachers.

HKPISA Organized Teacher Professional Development Programmes

HKPISA Centre has organized a series of seminars and workshops for teachers of Chinese, English and Mathematics respectively. The seminars were to introduce the PISA assessment frameworks to teachers and the workshops further empowered them with skills to design assessment tasks based on the frameworks. In parallel with the activities, we have published a series of PISA guidebooks for teachers (《閱讀素養的評估：學生能力國際評估計劃的啟示》; *The Assessment of Reading Literacy: Learning from PISA*; *The Assessment of Mathematical Literacy: Learning from PISA*). We would like to thank the Quality Education Fund for its sponsorship.

Prof. Evelyn Man discussed with teachers in a workshop.



The Fourth HKPISA Report: PISA 2009.

Development Projects

優質學校改進計劃

香港中文大學香港教育研究所自1998年起，一直獲教育局及優質教育基金撥款，先後推展多個全面學校改進計劃。繼承以往多年從前線所積累的寶貴實踐經驗，「優質學校改進計劃」（Quality School Improvement Project）系列已發展成為本地一個大型且成熟的校本專業支援計劃。計劃團隊秉持「目標一致」、「賦權承責」及「發揮所長」的原則，為本地中、小學及特殊學校提供整全、互動、有機的專業支援服務，協助學校建立自我完善機制、提升教師專業能量，以達至優化學生學習的長遠目標。至今，本計劃曾經支援的學校已達400校次，工作一直獲教育界及社會人士廣泛認同。

「優質學校改進計劃：學習差異支援」（2010-13）正式展開

在過往推動學校改進的歷程中，本計劃一直強調把改進成效回饋課堂教學，協助學校探究教學效能，最終都是指向學生的學習，使學生學得更好。近年，源自西方心理學的「個別差異」意識，於本地社會開始得到普遍認同及重視，而在教學上「如何照顧學生學習差異」更備受學界及社會人士高度關注，學校爭相引入各種行動計劃以作嘗試。面對學校的殷切訴求，本計劃一直有意針對「照顧學生學習差異」提供重點專業支援。

本計劃獲教育局撥款三千萬元，於2010年9月在原有的全面學校改進支援外，開展為期三年的「優質學校改進計劃：學習差異支援」（Quality School Improvement Project: Support for Learning Diversity）（2010-13），逐步協助本地100所中、小學就照顧學生學習差異部署整全的提升工作，並作長期、持續性的發展。由於每所學校的背景、需要不盡相同，因此本計劃會視每所學校為獨立個案，在為期一年的協作期間，透過情勢

檢視、釐清需要、取得共識、制定策略、具體落實、評估檢討、經驗擴散，於「宏觀」與「微觀」層面啟動學校改進工作。「宏觀」層面主要針對校內不同持分者，澄清「學習差異」的概念，讓學校上下能基於共識而發展；「微觀層面」則透過相對較密集的訪校活動（如共同備課、觀課等），針對課程、教學層面，與教師共同嘗試。期望「宏觀」和「微觀」層面的靈活配合及互相推動，能令各項嘗試取得大而持續的成效。

本計劃認為，「照顧學習差異」沒有一套放諸四海而皆準的方法，但無論從政策、課程或課堂教學層面處理學生的學習差異，都與本計劃多年所抱持對有效學習、學校改進的理念一理共通。因此，計劃視此為以往學校改進工作的延伸，期望把學校改進的效益帶給學生。

第四屆兩岸四地「學校改進與夥伴協作」學術研討會

本計劃是一個以大學為基地的支援組織，結合研究理論及實踐經驗支援學校推展改進工作，必須時刻緊握當代教育發展趨勢，透過研究開拓新知。計劃多年來一直積極參與由國內及海外學者、教育工作者所舉辦之學術研討及考察訪問活動，原因是我們相信，不同形式的交流活動均有助同業反思自我，沉澱和累積從教育前線實踐所得的寶貴智慧及經驗。

本計劃於2006年發起及主辦首屆兩岸四地「學校改進與夥伴協作」學術研討會，成功為中國內地、香港、台灣及澳門的學校改進組織建立起一個固定的交流平台，定期分享各地學校改進工作的發展經驗。研討會由各地學院輪流舉辦，繼香港、上海及澳門，第四屆研討會由北京首都師範大學主辦，並已於2010年9月25及26日順利舉行。會上，計劃總監盧乃桂教授獲大會邀請作專題報告，主題為「能動者工作的延續力：學校改進的啟動與更新」；計劃執行總監趙志成博士及學校發展顧問黃顯華教授則分別獲邀就「『優質學校改進計劃』在香港教育改革下的作用：學校領導的視角」、「大學與學校協作下學校發展主任的角色：『專家』與『夥伴』的再探」作主題演講。本計劃團隊亦以「香港中文大學優質學校改進計劃——從啟動到延續」為題主持一節論壇，與參加者分享計劃如何於香港協助中、小學



盧乃桂教授作專題報告

啟動全面及可持續的改進工作。會後，計劃團隊又獲安排參觀市內兩所與首都師範大學協作的學校（中、小學各一），透過觀課及座談，交流當地學校教育及大學與學校夥伴協作的實際施行狀況。有關計劃於研討會發表之論文，歡迎瀏覽網頁：http://www.fed.cuhk.edu.hk/~cthk/paper/paper_2010.html

Programmes for Professional Development

通識教育科課程發展與教學文學碩士課程 課程結構新特色

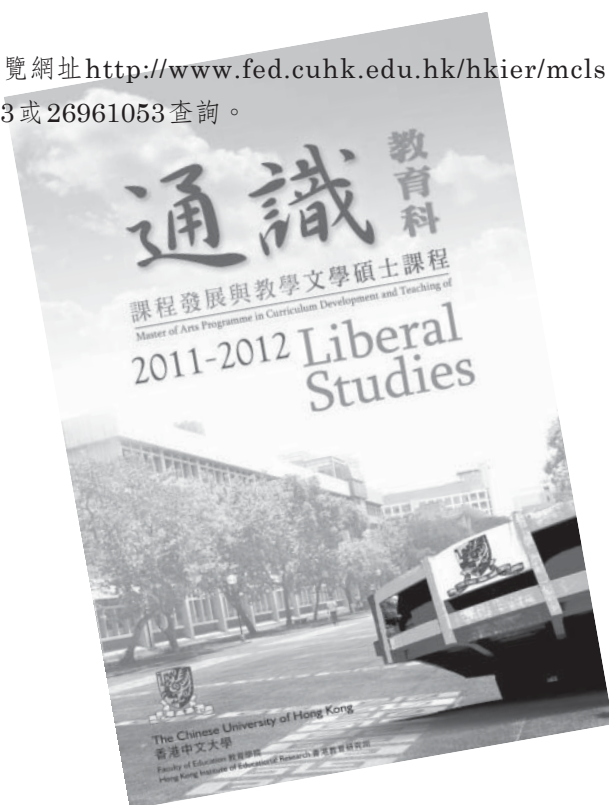
2009年，新高中課程正式實施。通識教育科是新高中課程四個核心科目之一，學生必須修讀。「通識教育科課程發展與教學文學碩士課程」課程委員會基於過去一年通識教育科的實施情況，以及老師對本文學碩士課程的意見和回饋，在課程結構上作出了一些調整，俾能更配合老師的需要。

調整後的課程有以下特色：

1. 為通識科教師提供全面培訓。必修單元涵蓋通識教育科的基本教學進路，以及教育局課程設計中三個學習範圍共六個單元；為學員作好準備，俾能掌握教授該科所需的知識和教學技巧。
2. 結合「議題」與「探究」，採用整合式教學方式。通識教育科強調透過議題探究建構知識；本課程必修單元乙「通識教育科議題及探究」其中三個單元均採用整合式教學方法，讓學員掌握如何透過議題，引導學生探究並建構知識。
3. 新設「通識教學表現評鑑」單元。新設單元旨在培養學員在反思自我教學表現上的判斷力，從而強化自我改善能力，提升教與學的效果。
4. 提供更多相關選修單元。本課程提供多個選修單元供學員修讀，涉及價值教育、學生活動教育、教育研究等範疇。

新的課程結構適用於2010–2011年度或以後入學的學員。

詳情可瀏覽網址<http://www.fed.cuhk.edu.hk/hkier/mcls>，或致電26096963或26961053查詢。



2010–2011年度教師支援系列： 教師專業發展日

香港中文大學教育學院及香港教育研究所將於2010年12月10日（星期五）和2011年6月10日（星期五），舉辦教師專業發展日講座活動。專業發展日當日上、下午各有一場講座，內容與「師生關係」和「家長溝通」相關，詳情如下：

1. 「傳道、授業、解惑」——從師生關係開始（講者：陳廷三博士）

老師在教育過程中，既要傳授知識，又要照顧學生五育方面的發展，並須陪伴學生成長，解除他們的困惑，責任實屬重大。本講座將探討良好師生關係的作用，指出其真諦在於尊重、明白、珍惜、同在。

2. 「同心、同路」——與家長有效的溝通（講者：姚簡少薇女士）

在教學歷程中，學生、家長和老師是不可缺少的伙伴。學生的成長，往往離不開家長和老師的悉心培育。本講座將從溝通的藝術，探討老師如何與家長建立共識，減少分歧，避免衝突；亦會討論如何搭建學生、家長和學校之間的橋樑。

查詢或報名，請致電：26096205 或
31634357。

中小學學生活動管理 專業文憑課程

香港中文大學與香港課外活動主任協會在培訓現職中、小學教師有關課外活動管理的技巧方面，一直擔當相當重要的角色。兩機構合辦之「學生活動教育文學碩士課程」、「中學課外活動管理專業文憑課程」及「小學課外活動管理專業文憑課程」，在過去十數年間，成功培育了近千名學生活動領導人才。

隨着香港中、小學推行課程改革，學生活動有着新的發展，其教育功能亦更受重視。這為統籌及帶領各類學習活動的中、小學老師帶來了新的挑戰。有見及此，香港中文大學教育學院、香港教育研究所與香港課外活動主任協會將於2011年1月，推出全新設計之「中小學學生活動管理專業文憑課程」，以整合並優化原有兩個專業文憑課程。新課程旨在：

1. 探討學生活動的基本學習理論和專業知識；
2. 協助學員建立籌辦學生活動所需的實踐技能、管理技巧和課程發展策略；
3. 讓學員參與體驗學習活動；
4. 透過個案研究，讓學員反思其實踐；
5. 培養全方位學習的文化和終身學習的態度。

新課程分必修及選修單元兩部分，由具備豐富學生活動經驗之學者、校長及前線活動主任老師任教，內容理論與實踐兼備；課程並設有實踐單元讓學員進行體驗學習。四個必修單元包括：

1. 學生活動的基礎知識與理論
2. 學生活動的管理
3. 學生活動的實踐〔體驗學習單元〕
4. 學生活動專題探究

而選修單元則包括：

1. 小學學生活動的組織與運作
2. 中學學生活動的組織與運作

學員必須修讀其中一個選修單元，以配合任教中學或小學實際教學情境的需要。

Publications

Education Policy Studies Series

教育政策研討系列

No. 74 Challenges of Involving Student Voice in Curriculum Implementation: The Case of Hong Kong

Christy Wai-hung Ip & Ping-kwan Fok

School Education Reform Series

學校教育改革系列

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Nicholas Sun-keung Pang & Imen Yuk-shan Fung

No. 54 Teachers' Competence in Assessment for Learning in Early Childhood and Primary Education

Nicholas Sun-keung Pang & Zoe Lai-mei Leung

No. 55 在課堂中實施「促進學習的評估」：個案研究

彭新強、李傑江

Journals 學報

Education Journal, Vol. 38 No. 1 (2010)

Journal of Basic Education, Vol. 18 No. 2 (2009)

Educational Research Journal, Vol. 25 No. 1 (2010)



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