

家長課程日 校長簡報

閒聊數點

2013年9月8日 連文嘗







北京清華大學附屬小學 實柱梅校長公開課後 與 家長拍與留念





禮尚往來 去年春天 我們回訪



2013年4月

















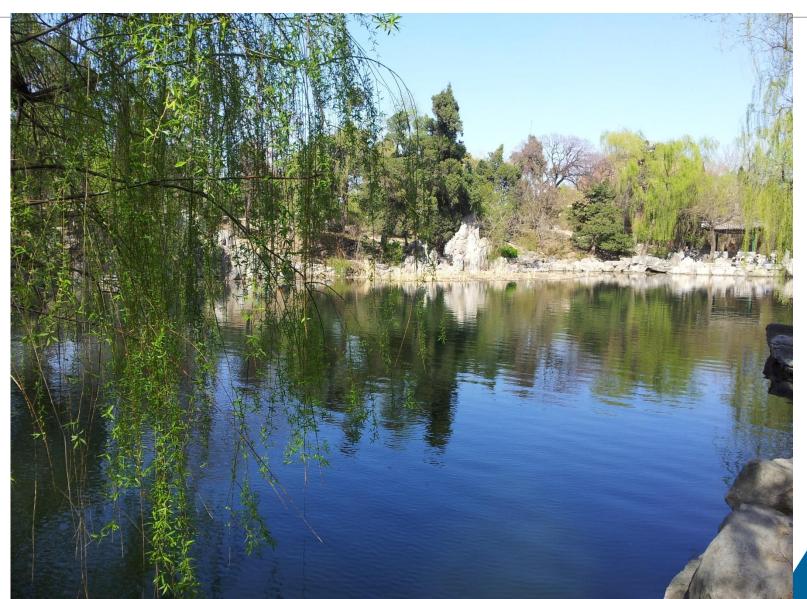
易經:天行健,君子心自强不息; 地勢坤,君子心厚德載物。



終身學習!



脊塘洮舊,遐思仍在!











香港培僑小學-北京清華附小 師生交流合作

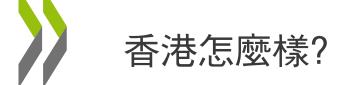


春花秋實看今年

繼祖開來

12月 高規格重來展課堂

4月 培小師生再赴京華



香港的教育怎麽樣?



由三張空櫈說起…





香港教育怎麼樣:一個全球比較的觀點





Comparative strengths of education reform in Hong Kong 香港的相對強項

- A very strong eco-system of reform with strong leadership and active engagement of all social partners, stakeholders
 - (有力領導, 各持分者積極參與, 形成強大的改革生態環境)
- A competent, supportive and active teaching profession (有心有力的敎師團隊)
- A positive culture of learning, with motivated students and engaged families (積極學習的社會文化, 學生好學, 家長投入)
- A well-designed and carefully administered implementation of reform (良好設計及小心策劃的改革過程)
- A continuous quest for improvement and for the best ideas (持續探索及改善, 追求卓越)



Comparative strengths of education reform in Hong Kong 香港的相對強項

 Curriculum: a successful approach to balance a common core and differentiation to cope with diverse talents in the new curriculum

(課程適切:能成功平衡核心課程及照顧不同能力)

- A strategic vision on learning (對學習有長遠的策略性的願景)
- A strong concern to balance equity and excellence (關注平衡敎育的公平性及超越性)
- A focus on lifelong learning and 'learning to learn'
 (聚焦於終身學習及學會學習)
- A more varied assessment system (較多元化的評估機制)



Comparative strengths of education reform in Hong Kong 香港的相對強項

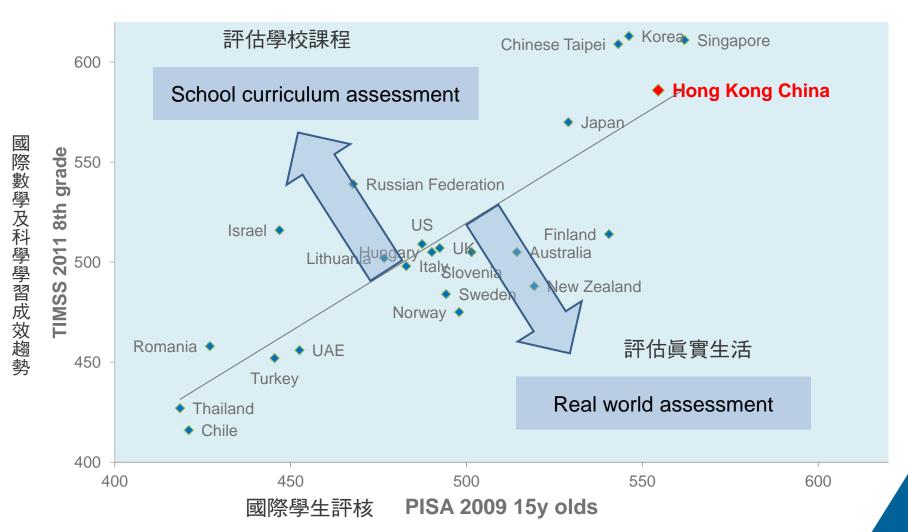
→ Hong Kong is a laboratory of education reform and a global leader in improving education

香港是教育改革的實驗室並且是全球教育持續改善的領導者



Hong Kong in TIMSS 2011 and PISA 2009

香港在兩項國際性評估中的表現





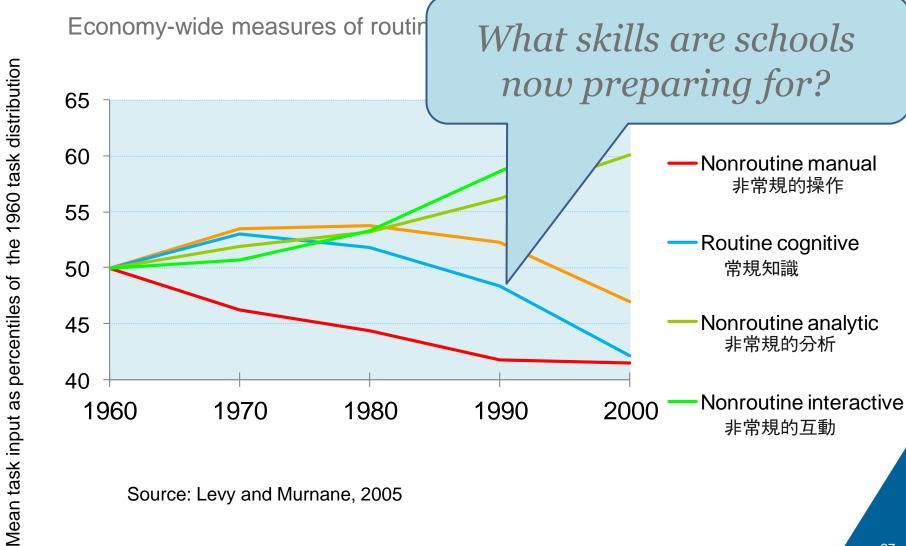
SKILLS FOR THE 21ST CENTURY

我們的孩子正在學習21世紀所需具備的能力嗎



Changing skill demand

改變中的技能需要



Source: Levy and Murnane, 2005



甚麼更重要?

- 學校教授的常規知識與日後工作所需要的知識 越來越脫節,這有甚麼啓示?
- 學習態度更重要,而且要持續終身學習! (意願:喜歡/不喜歡;主動/被動)
 - 懂得學習更重要! (不懂怎麼辦?要學會學習!)



Ways of thinking (創造, 批判, 解難, 學會學習, 自主學習)	Creativity and innovationCritical thinking, problem solvingLearning to learn, meta-cognition
Ways of working (溝通, 團隊協作)	CommunicationCollaboration (teamwork)
Tools of working (資訊素養, 溝通素養)	•Information literacy •ICT literacy
Living in the world (地區及全球公民意識, 平衡生活與工作, 個人修養, 社會責任)	 Citizenship – local and global Life and career Personal, social responsibility

Source: Microsoft-Intel-Cisco ATC21S project



由此引發… 怎樣看待?

·勤有功!

·戲何盖?







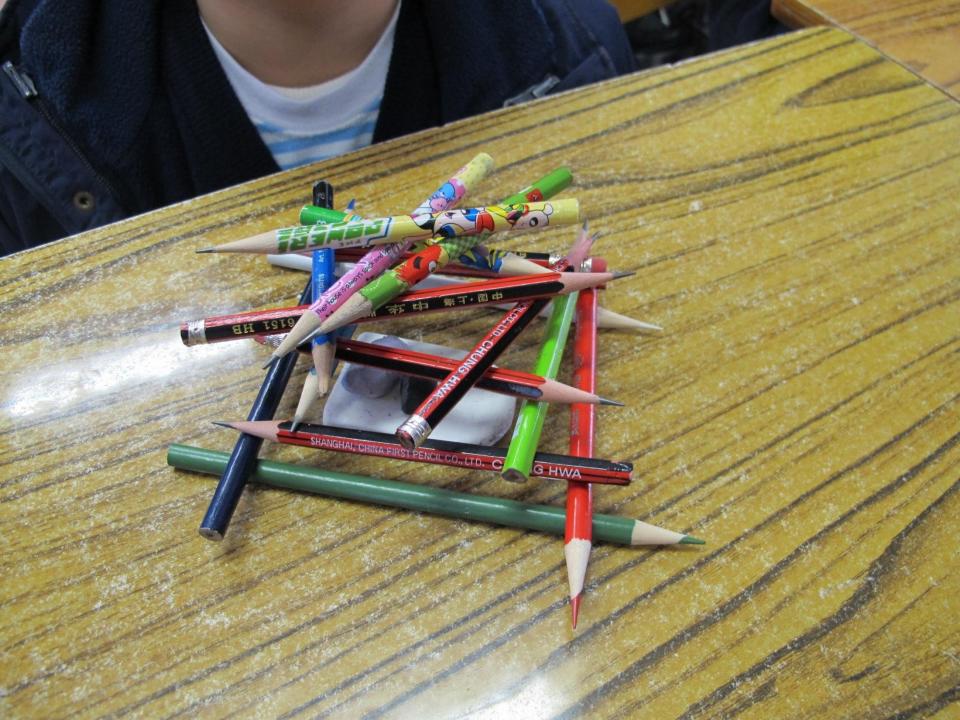




誰敎誰?

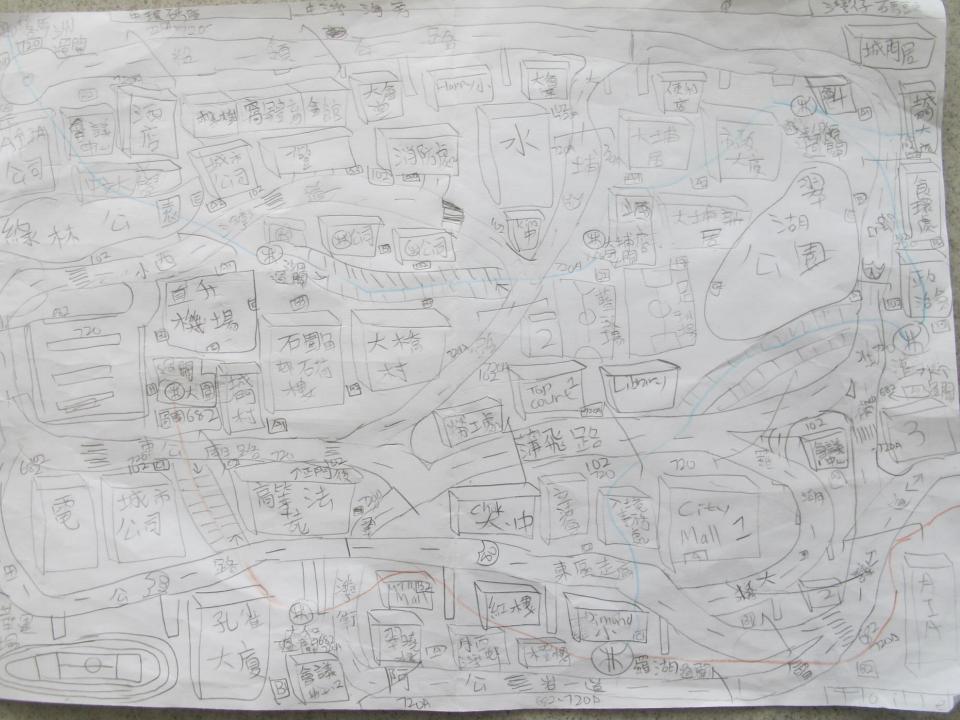


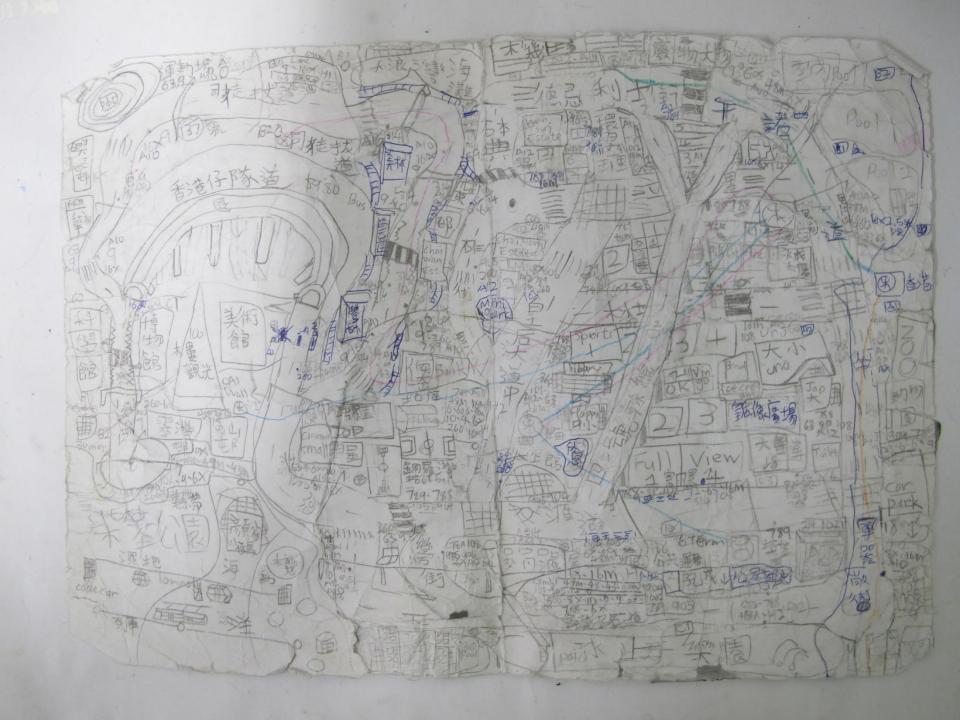
玩遊戲?















愛自學,從興趣開始!



培小 You Tube 頻道

培僑小學

→ C www.pkps.edu.hk

校址:香港柴灣小西灣富怡道12號

電話:28977866

傳直: 28977883



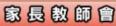














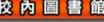




培小內聯網

校園生活照









>2013父母學堂涌告上NEW

04.09.2013 03.09.2013

>家長校董選舉诵告NEW! >追求卓越,不敢鬆懈WEW!

02.09.2013

>13-14年度小一分班結果公佈

-瀏覽昔日活動相片=

05.08.2013

>有興趣,其麼都可以研究!

05.07.2013

>2013-2014年度9月餐單

26.06.2013

>====瀏覽昔日涌告====

☞ 活動追蹤

>謝師宴NEW!	09.07.201
>第十一屆畢業典禮NEW!	08.07.201
>服務生乘風航	04.07.201
>P.1 Talent Show	03.07.201

〉〉了解詳情

9月15日

培僑小學開放日





閒聊結語

是誰否定該子自發的學習 與趣, 學們不會 的意欲, 連同自信心也一 起煙葬?!



閒聊結語

要珍惜孩子自發的興趣,鼓勵他們嘗試,讓他們有 展示的平台,自信地迎接 廿一世紀的挑戰!

風雨同行!

大多一人

全校三年計劃



什麼是自主學習?

在有人或無人幫助下,個人以主動方式來分析自我的學習需求,列出學習目標,確認相關的學習資源(人與物),選擇採用恰當的學習策略,並評估學習成果·-Malcolm Knowles(1975)

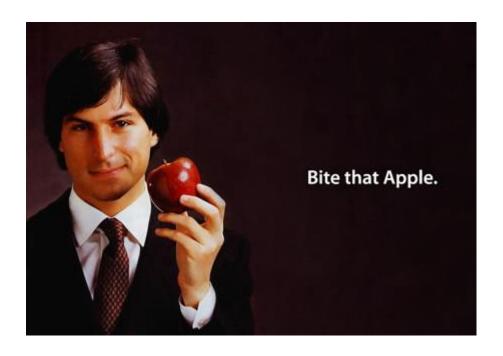
≠自學及自由學習



老師和家長的引領和關懷



喬布斯的故事



喬布斯的成就











知名數碼產品的締造者

喬布斯的三個故事





喬布斯的第一個故事: 串起生命中的點點滴滴

喬布斯沒有大學畢業

我很幸運-年輕時就發現自己愛做什麼事。我二十歲時,跟史蒂夫·沃茲尼亞克(Steve Wozniak)在我養父母的車庫裡開始了蘋果電腦的事業。

喬布斯的第一個故事: 串起生命中的點點滴滴

發掘興趣及專長



不能輕視生命中的一點一滴







喬布斯的第二個故事: 愛與失去

喬布斯也曾一敗塗地

過去在蘋果電腦公司經歷的失敗<mark>絲毫沒有改變我喜愛做的事情</mark>, 雖然我被否定了,可是我還是愛做那些事情,所以我決定從頭來 過。

對電腦的熱誠→找回自己



喬布斯的第二個故事: 愛與失去

一再強調熱愛、熱誠的重要性

提供機會繼續追尋至愛

為什麼要自主學習?

愛德格·富爾在他的《學會生存》一書中寫道的那樣:「未來的文 盲不再是不識字的人,而是沒有學會怎樣學習的人。」

自主學習是創新的基礎,是成才的必由之路。任何人想有所作為,有所建樹都離不開自主學習。

愛自學(2013-2014)

正規課程

能力、風格、興趣

1. 設置能適應「學生學習多樣性」的課堂

研究課

非正規課程

2. 推行「愛自學,從興趣開始!」計劃

活動: 愛自學, 從興趣開始!



目標:將自學的精神及經驗應用於學科學習上

不是只有興趣

如何做轉化?

實例說明

愛自學,由興趣開始。

如何開始?







※ 用戶手冊 ※

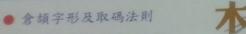
第四版(包括香港增補字符集)

1





15 階段倉頡練習程 式,由淺入深,逐階 段遞增功力。



- 倉頡取碼問題詳細分析
- 自學倉頡課程 光碟附 15 階段練習及遊戲程式
- ●包括香港增補字符集的倉頡碼字典: 部首檢字 漢語拼音檢字 廣東話拼音檢字
- 附送光碟,內有:(1)包括香港字的擴展倉頡輸入法,(2)細明體和標楷體香港增補字符集, (3)倉頡輸入法練習及遊戲程式。

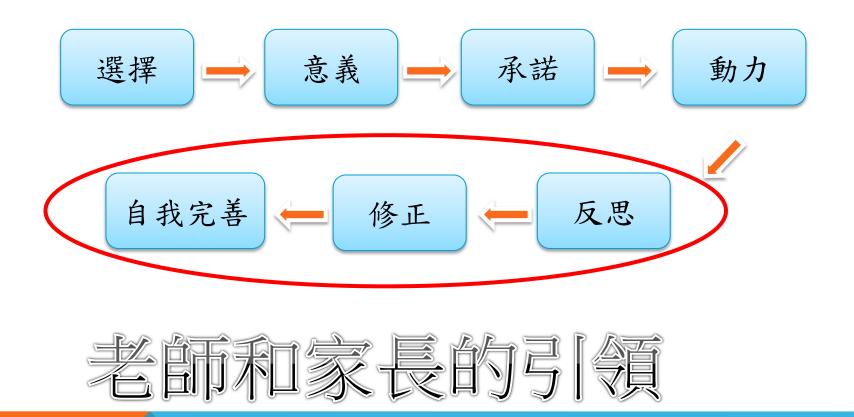
日

德嘉教育出版社

作者: 伍新華



從興趣開始的好處



家長的配合

給予選擇的機會

給予學習策略、使用工具、發表.....等的引導

提供一個利於自主學習的環境<如資料的提供、空間的 提供、工具的提供......>

自主學習的成果分享



2013-2014年度生活情意關注事項

學生能建立健康的生活模式



主題活動

1. 早睡早起我做到







- 1. 優質及充足睡眠有利思考;
- 2. 學者認為睡眠能幫功恢復體力和腦力,並能舒緩壓力, 增強記憶力,從而保持身體健康;
- 3. 睡眠不足的兒童會嚴重影響專注力、情緒較易波動, 有礙學習;
- 4. 睡眠專家發出警訊,長期睡眠不足可能使人變 「笨」,

兒童每晚比正常睡眠時間少睡一小時可能令一個人的 智商暫時性降低一個商數,一周累計下來可令智商降 至一百,嚴重影響智力發展;

5. 睡眠不足易致肥偏矮;



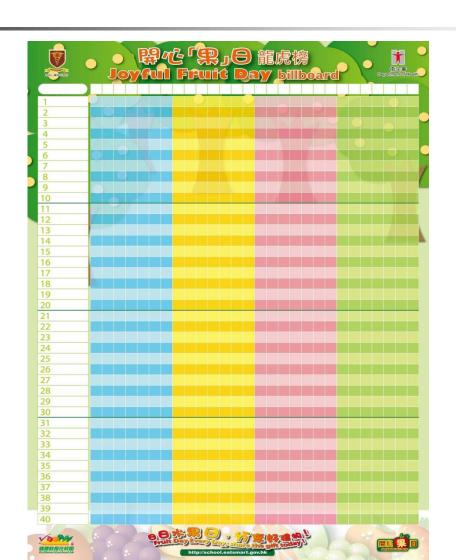
主題活動

2. 均衡飲食身體好

A. 水果日

B. 有「營」親子廚藝大賽

A. 開心水果日



4

B. 有「營」親子廚藝大寮

- 1.新 年 親子齊做團年飯
- 2. 父親節 父親節獻禮







2. 培小健康操

3. Sport Act計劃

■ SportAct 獎勵計

劃





家校協作 言教身教 事半功倍















WEL個人化學習

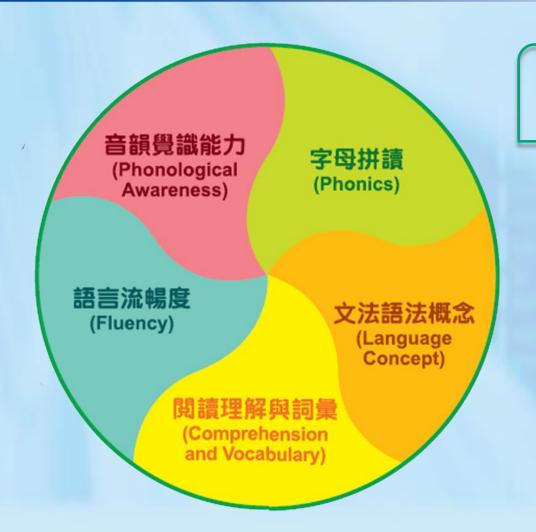
讓每位學生的英語能力達至母語10歲水平



- 位於美國猶他州鹽湖城,佔地40公頃。
- 由Waterford Institute於1981年成立以作為研究學校,服務範圍由學前班至高中。



5 大課程主軸



由美國國家閱讀委員 會於2000年提出的 五個關鍵要素



WEL

Level 1

Sound Identification Listen to, identify, and order environmental sounds Head of the phoneme Positions (Blend and Order Phonemes) Identify the initial, medial, or final sounds in words.

(preparatory to hearing sounds in words).

Phoneme Substitution
Understand that changing or substituting

Rhyme and Nonrhyming Words

Identify words that do and do not rhyme.

for another creates a new word.

Syllables and Syllable Deletion
Identify and delete syllables in words.

Phoneme Addition Identification
Identify the new word formed when a phoneme is

Blending Onset/Rime added to an existing word.
Understand that word parts and

onset/rime Segmenting Phonemes
Identify the number of phonemes in a word

Blending Individual Phonemes (alternates with blending).

Identify words by blending individual phonemes Phoneme Manipulation

(alternates with segmenting).

Initial Sounds

Identify the initial sounds in words.

Identify the initial sounds in words.

Phoneme Deletion

Final Sounds

Identify the word that remains when a phoneme

Identify the final sounds in words.

Identify the word that remains when a phoneme is removed from a word.

Level 3

Print Concepts Identify print directionality, stand that a sentence der words alphabetically by Identify the pronoun that a letter, a word, pictures, pegins with a capital letter, s a complete idea, and en Adjectives Prefixes Readiness Identify the adjective that Identify the prefix that Identify basic oral language **Punctuation Marks** completes the sentence and completes the sentence and skills, such as shapes, facial features, numbers, colors, Comparatives Suffixes positioning words, sizes, an Identify comparatives, such Identify the suffix that categories. big, bigger, and biggest, t ord Endings (Change Y to dentify the homophone tha Identify how words that end Verbs dentify verbs and complete n y change when different Antonyms Identify the antonym for a Irregular Plurals Vord Endings (-ed, -ing) dentify the irregular plurals Synonyms words when -ed and -in Identify the synonym for a that complete the sentence Identify past-tense verbs, Writing Process Identify contractions and regular verbs, and nonaction Understand the steps of prewriting, making a first draft, revising, editing, and Identify the adverb that publishing.

大課程主軸

音韻覺識能力 (Phonological Awareness)

字母拼讀 (Phonics)

語言流暢度 (Fluency)

文法語法概念 (Language Concept)

閱讀理解與詞彙 (Comprehension and Vocabulary)

Level 1	. !2	Level 3
Vocabulary Words	Vo ords	Prereading Comprehensi
Match vocabulary words with	Use ser. s and story	Strategies
definitions.	content to verify word	Prepare for reading by buildi
Nursery Rhyme Song or	meanings.	background knowledge, mak
Read with Me Book	Prereading Comprehension	connections by stepping int
Learn vocabulary words in	Strategies	the story, and predicting.
context of a nursery rhyme	Prepare for reading by building	Read-along Books
song or short story.	background knowledge	Develop comprehension an
Comprehension Strategy	and vocabulary, making	vocabulary skills while reading
Development	connections, predicting, or	or listening to a Read-alon
Recall words from the nursery	asking questions.	Book.
rhyme by matching words	Traditional Tale or	Postreading Comprehensi
with pictures or by sequencing	Read-along Book	Strategies
pictures of events.	Develop comprehension skills	Check comprehension by
	while reading or listening to	summarizing, answering
	a Traditional Tale or	questions, comparing
	Read-along Book.	characters, building
	Postreading Comprehension	vocabulary, and mapping
	Strategies	the story.
	Check comprehension by	
	summarizing; answering who,	
	what, where, when, and why	
	questions; and comparing	
	characters.	

	Level 1	Level 2	Level 3
	Letter Name Recognition	Introductory Books	Spelling
	Automatically identify and	Identify and spell Power	Identify and spell Pattern
	write capital and lowercase	Words to read Introductory	and Power Words to read
	letters.	Books.	decodable books.
	Letter-Sound	Letter-Sound	Automatic Recognition
	Correspondence	Correspondence	of Words
	Identify high-frequency	Identify letter-sound	Identify Pattern Words and
	letter-sound correspondences.	correspondences.	Power Words with speed and
	Blending	Decodable Words	accuracy.
	Blend letter sounds to form	Blend word patterns and	Decodable Books
	word patterns and identify	identify words using these	Practice Power Words and
	decodable words.	patterns.	word patterns by reading and
	Power Words	Power Words	recording decodable books.
	Read and identify 20	Read and spell high-frequency	
	high-frequency words.	words.	
	Decodable Books	Decodable Books	
	Read decodable books.	Practice Power Words and	
		word patterns by reading and	
/		recording decodable books.	

Level 1	Level 2	Level 3		
Print Concepts	Sentences	Alphabetical Order	Pronouns	
Identify print directionality,	Understand that a sentence	Order words alphabetically by	Identify the pronoun that	
a letter, a word, pictures,	begins with a capital letter,	the first and second letter.	completes the sentence.	
and text.	tells a complete idea, and ends	Adjectives	Prefixes	
Readiness	with a punctuation mark.	Identify the adjective that	Identify the prefix that	
Identify basic oral language	Punctuation Marks	completes the sentence and	completes the sentence and	
skills, such as shapes, facial	Identify the correct use of	adds to the story.	adds to the story.	
features, numbers, colors,	periods, question marks, and	Comparatives	Suffixes	
positioning words, sizes, and	exclamation points.	Identify comparatives, such	Identify the suffix that	
categories.	Nouns	as big, bigger, and biggest, to	completes the sentence.	
	Identify common nouns, plural		Homophones	
	nouns, and possessive nouns.	Word Endings (Change Y to I)	Identify the homophone that	
	Verbs	Identify how words that end	completes the sentence.	
	Identify verbs and complete	in y change when different	Antonyms	
	sentences using correct verbs.	endings are added.	Identify the antonym for a	
	Word Endings (-ed, -ing)	Irregular Plurals	given word.	
	Identify how spelling changes	Identify the irregular plurals	Synonyms	
	in words when -ed and -ing are	that complete the sentence.	Identify the synonym for a	
	added to words.	Verbs	given word.	
	Structural Analyses	Identify past-tense verbs,	Writing Process	
	Identify contractions and	irregular verbs, and nonaction	Understand the steps of	
	compound words.	verbs that complete sentences.	prewriting, making a first	
	Adjective Instruction	Adverbs	draft, revising, editing, and	
	Identify adjectives and use	Identify the adverb that	publishing.	
	them to describe characters.	completes the sentence.		

WEL 的個人化學習



V.S.

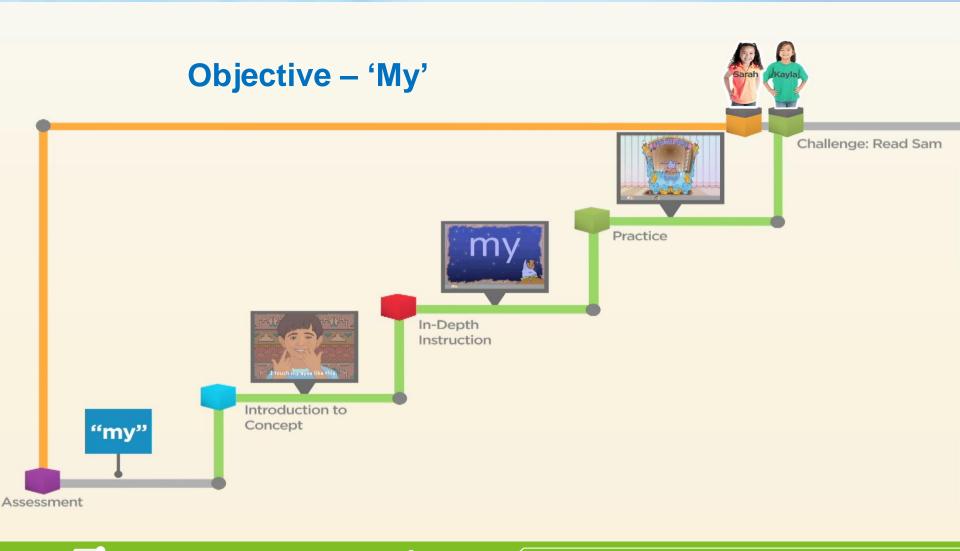


Kayla

Sarah



Objective (學習單元)



Learning Activities

Comprehension and Vocabulary

Language Concepts

Phonological Awareness

Phonics

英語能力評估報告(Placement Report)



進度報告(Progress Report)

累積使用量(小時:分鐘)

	(hr:min)
個人使用量	08:42
班級平均使用量	04:53
Grade Usage	05:53
建議使用量	15:30
Usage Goal	12:24

Graph view

	OTOLDIT TION
Usage Settings	(hr:min:sec)
Student Avg Session Length	00:16:19
Student Avg # Sessions per week	2.7
Class Avg Session Length	00:16:24
Class Avg # Sessions per week	1.6
Grade Avg Session Length	00:16:42
Grade Avg # Sessions per week	2.2

現時進度

	開始進度	現時進度	班級平均進度	Grade Avg Curr Level	Progress	Class Avg Progress	Grade Avg Progress	現時學習單元
整體進度	L1.02	L1.39	L1.43	L1.54	0.38	0.14	0.18	
音韻覺識能力	PA.03	PA.03	PA.38	PA.45	0	0.35	0.42	Introduction to Phonological Awareness
字母拼讀	L1.00	L1.42	L1.49	L1.60	0.42	0.16	0.18	Ff-Jj Postassessment
閱讀理解與詞彙	L1.02	L1.36	L1.47	L1.60	0.34	0.18	0.17	This Little Pig
文法語法概念	L1.03	L1.40	L1.48	L1.57	0.37	0.23	0.28	Over, Under, and Through
語言流暢度	1	1	1	1	1	1	1	

疑難分析 成績

	學前平均分	Avg Mastery	班級平均分	Grade Avg Mastery
Overall Perf.	55%	94%	86%	86%
Phon Awareness	none	1	79%	79%
Phonics	55%	97%	92%	90%
Comp & Vocabulary	none	91%	88%	89%
Language Concepts	none	89%	85%	86%
Fluency Comprehension	none	1	1	/
Fluency WPM	none	/	1	/

red = Student is performing below target mastery level or is not meeting Usage Goal.
/= Student has not started work in this Instructional Strand.
PT = Student is currently working in Reading Placement Tool.
Complete = Student has completed all content in this Instructional Strand.

疑難分析(Area of Difficulty)

字母拼讀

Individual Skills

Skill Area	Skill	
There are no failed skills	n this instructional strand	

Lessons

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
There are no failed lessons	s in this instructional strand			

音韻覺識能力

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
Rhyme Instruction 2	Understand that rhyming words have ending parts that sound the same.	May 18, 2013	2	60%
Rhyme Instruction 1	Understand that rhyming words have ending parts that sound the same.	May 17, 2013	1	40%

閱讀理解與詞彙

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
There are no failed less	ons in this instructional strand			<u> </u>

文法語法概念

Lesson Name	Learning Objective	Last Attempt Date	# of Attempts	Last Score
Make Comparisons	Make comparisons of size among different objects.	May 14, 2013	1	75%

^{*} Lessons included in this report may be reviewed in subsequent lessons, but will no longer be explicitly assessed

多謝!

