

設定學習基準 掌握問題齊達標

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所屬學校：陳樹渠紀念中學

教學年資：8年 / 15年 / 8年 / 3年
教學對象：中一至中五(中國語文)



中文周舉行期間，老師利用電腦設計活動，同學反應踴躍。

加強動力 尋求成功

周富鴻老師說，要學生得到成功感，增加他們的學習動力，師生兩者須具體掌握學生需要改善的項目，有效地作出安排，例如編排入讀奮進班，針對性地改善問題，達標後即可退修。老師在每份單元教學工作紙上都會列明基準要求，而每一單元結束時，學生需參與一項「形成測驗」，以測試對課題的認識。

事實上，該校教授中文科的突破並不限於制訂評估機制，整體課堂由活動引入，增加學生的參與程度，更突顯改革的特色。

趣味教學 強調參與

何燕萍老師舉例說，在中一級教授應用文，過往同學們都可能叫苦連天，然而，老師卻為學生設定有趣的活動，例如在學校舉辦嘉年華會，他們需要為自己的攤位構思「宣傳套餐」，包括海報、活動說明、撰寫邀請嘉賓信件，這種學習方式，容易引起學生的興趣。

又例如，中三級議論的單元，老師利用電視台播放的生髮廣告，要求學生提出廣告中的論點、論證，並發揮批判思考的能力，提出個人意見。另外，又刻意增加同學們分組討論、角色扮演和自評、互評的機會，提升了教學活動的趣味。

多元活動 培養讀寫能力

特色的教學活動還包括：「小步子練筆」，學生正式作文前需先試筆，老師從簡短文章中了解同學們是否掌握學習的主題，加以糾正，以達至「小步子、快回饋」之效；編製《自學篇章》的閱讀策略教材，培養學生閱讀的能力，安排早上閱讀課節，增加閱讀課外書的機會，編製「閱讀護照」，又設計中國語文科網頁，讓學生有發表文章的機會，提高學習的動力。

其實連串的改革工作對老師來說都是挑戰，大家都因着這個緣故培養了協作的文化，大家互相觀課，提出意見，分享資源，邁向更高的專業水平。是次得獎，幾位老師都感激校長在過程中給予行政支援，令老師可以在空課節時間準備教學內容和材料，減輕老師的擔子。

掌握進度 致力改善

陳樹渠紀念中學的學生，每人都有一份「學習歷程檔案」，當中記錄了「形成測驗」、「作文檔案」等陌生的名字，原來都是學校中文科老師希望同學掌握學習進度的強弱項目，同學們還要在檔案中寫下對課堂的反思，自行提出改善的方法，令整個教與學的過程更為緊扣。

在校長提議下，學校中文科老師於三年前着手為中一至中五級學生制訂了「校本中國語文學習基準」，當中陳列出語文科八大學習範疇(聽/說/讀/寫/自學/文學及文化/品德情意/思維)，45個大項目，詳細因應該校學生的學習情況，列出在不同階段的學習目標，並設計各種教學單元活動，豐富學生的學習經驗，是一項浩瀚工程。



我們的教學信念

「學生需要感受成功來增強他們的學習動力，促進學習，我們會因應學生的興趣和能力來設計活動，雖然工作量大了，但辛苦得來卻充滿樂趣，聽到同學說喜歡上中文課，就是一種滿足。」~ 陳樹渠紀念中學得獎老師

Setting Learning Benchmarks to Achieve Objectives

Awardees: Ho Yin Ping / Chow Fu Hung / Cheung Yin /
Lau King Lok, Alexander
School: Chan Shu Kui Memorial School

Years of Teaching: 8 years / 15 years / 8 years / 3 years
Teaching Targets: Form 1 to 5 (Chinese Language)

Promoting self-improvement

Each student at the Chan Shu Kui Memorial School has a "Learning Progress Portfolio" for him to know his strengths and weaknesses in the learning of Chinese Language. By writing lesson critiques and suggestions regarding self-improvement, teaching and learning have become more effective.

Three years ago, acting on the proposal of the school principal, the Chinese Language teachers began to formulate a "School-based Chinese Language Learning Benchmark" (校本中國語文學習基準) for Form 1 to 5 students. The Benchmark covers eight core learning areas (listening, speaking, reading, writing, self-learning, literature and culture, ethics and thinking) and 45 major items. It also identifies learning objectives for different learning stages according to the progress of each student. Moreover, teaching module activities are designed to enrich students' overall learning experience. It is clearly a large-scale project.

Enhance the drive to succeed

Mr. Chow said, "To give students a sense of satisfaction and stimulate their learning motivation, both teachers and students need to clearly understand what improvements are required so that appropriate arrangements can be made to help students achieve their goals. For example, weaker students will join remedial classes. Once they've attained the required standard, they can stop attending the classes. Teachers, too, clearly note the required benchmark on students' work sheets for each learning module. Upon completion of each module, students are required to take a "Progress Test" (形成測驗) to measure their understanding of the topic."

The breakthrough in Chinese teaching at Chan Shu Kui is not limited to formulating a benchmark assessment mechanism, but also includes the introduction of activities and lessons to enhance students' interests.

Fun learning emphasizes participation

Ms. Ho noted, "Practical writing used to be a tough job for Form 1 students. Today, teachers design more interesting activities for their classes like fun fairs in school. Students are required to design "promotional packages" including posters, activity descriptions and invitation letters for guests. All these stimulate students' interest in learning."

Another example of participation is the discussion module for Form 3 students. To train students' critical thinking, teachers once made use of a pilatory advertisement on TV and asked students to point out the stand points and "evidence" used in the advertisement and to express their opinions. Such critiques, group discussions and role-play sessions maximize the effect of learning and make the learning process enjoyable.



A game corner in the school's Chinese Week.

Diversified learning

The challenging reforms have also helped foster a culture of collaboration among teachers. They observe lessons, make suggestions and share resources for advancement in professional standard. Special trial teaching activities also include "Quick Draft" (小步子練筆), in which students are required to write a short draft so teachers can judge if students understand the topic. Moreover, a set of strategic reading materials, "Articles for Self-learning" (《自學篇章》) have been developed to enhance students' reading abilities. Students also have "reading passports". The school's Chinese Language website has become a popular platform for students to publish their essays, which is another way to motivate learning.

As awardees, the teachers extend their thanks and gratitude to the principal for providing administrative support which allowed them to prepare teaching materials during their free lessons.



Our teaching beliefs

"Students need a sense of success to motivate their continuous learning. That's why we design activities according to students' interest and abilities. Although this creates a heavy workload for us, we enjoy it. When students tell us that they love their Chinese Language lessons, we think our hardwork is worthwhile." ~ Awardees from Chan Shu Kui Memorial School



「行政長官卓越教學獎」 得獎老師話教院

陳樹渠紀念中學劉勁樂老師 (教院中學教育證書
(中文)課程 2000年畢業生)

「教院課程的內容很切合教改的需要，著重批判性思考的訓練，對學生的要求很嚴格。校內配套設施完善齊備，給予學生全方位的支援。校方更經常舉行不同類型的活動，好像輔導計劃和分享會等，幫助學生全面發展。校內導師非常優秀，他們對教育的熱忱和循循善誘，教我畢生受用。」

聖公會田灣始南小學戴園園老師 (教院小學教育證書(中文)課程1999年畢業生)

「教院每位導師都用心教學，與同學之間關係密切，猶如朋友一般。課堂上所教授的教學方法和教學技巧相當實用，校方還為我們提供大量實習機會，累積教學經驗之餘，還可將學到的知識和技巧學以致用。實習過程中，導師們還會親臨觀課，引導我們作出檢討和反思，加以改善，教學技巧在不知不覺中進步了不少。」

