

Seminar Series for Middle Managers: Catering for Learner Diversity under the New Academic Structure (Part 2: Biology)



Catering for Learner Diversity at
Subject Level - Classroom Practices

Assembly of God Hebron Secondary School

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6 December 2010 (Monday)



Systemic Level

Guidance and exemplars provided by C&A Guides, EDB 334 web

Funding and support provided (e.g. staffing, grants, professional development)

School Organisation Level

Wide choice of subjects, ApL courses & OLE

Forming a task force to co-ordinate and lead

Ethos building to value diversity and individual differences, as well as uniformity

School Curriculum Level

Identify the core and extended / elective parts of the curriculum for different students

Strategic plan (e.g. 3 yr plan)

KLA / Panels devise plans to cater student diversity

Devising a Whole-school Policy

- Pedagogy, Environment and Assessment to motivate learning
- Student learning profile to record progress (formative)
- Recognise non-academic achievements and participation in report cards

Class / group Level

Learning & Teaching / Assessment strategies:
e.g. Multi-level activities, co-construction, learning portfolios

Developing interdependent, collaborative learning community; celebrating diversity

Student

Flexible groupings

Extended timetable for remedial

Motivation Strategies

Enhancement programmes for more able

Make adaptation to assessment, e.g. separate core and extended content in the assessment papers, introducing challenging questions in exam

Modification, tailoring or differentiation within the subject, OLE

Learn from other teachers by sharing, peer observation, reflection on lessons and student feedback

Timetabling

Strengthen communication with parents on student progress

Partnership with community to motivate student participation in a wide range of learning activities and competitions

Professional Development Opportunities

Facilities, Physical conditions for appropriate learning environment

Catering for Learner Diversity at Subject Level

1. Learning & Teaching / Assessment strategies

-Multi-level activities, co-construction, learning portfolios

2. Motivation Strategies

3. Developing interdependent, collaborative learning community; celebrating diversity

Background

NSS Biology classes

2009-now

Class Size: 35

S.5A : 3

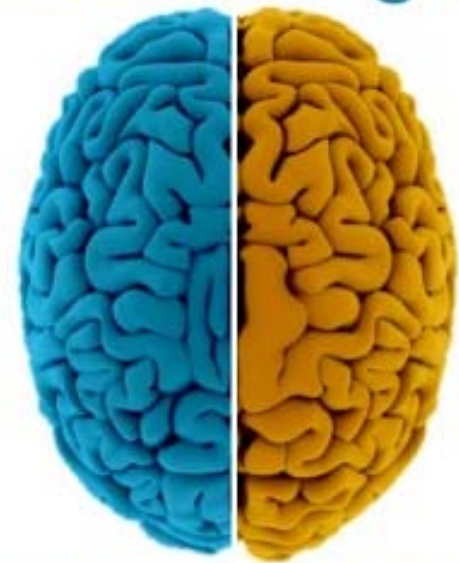
S.5B : 3

S.5C : 1

S.5D : 15

S.5E : 13

left right



what do you think with?

Strategies to Cater for Learner Diversity

- (1) Employing a variety of learning and teaching activities to address students' different learning styles → **Ed Blog**
- (2) Arranging learning tasks for students with different abilities → **HKAL & HKCEE Paper**
- (3) Varying the level of support and challenge
- (4) Adopting flexible grouping of students
→ **Different levels of Scientific Investigation**

Information Technology as a Learning Tool to Cater for Learner Diversity

The Use of Ed Blog

- <http://edblog.hkedcity.net/aog-wpl1>

Amazing Safari > 生物科 - Microsoft Internet Explorer

檔案(F) 編輯(E) 檢視(V) 我的最愛(A) 工具(T) 說明(H)

← 上一頁 → 搜尋 我的最愛 媒體

網址(D) <http://edblog.hkedcity.net/aog-wpl1/category/%e7%94%9f%e7%89%a9%e7%a7%91/> 移至

6a6a

你好! Miss Wong (^_^)v (aog-wpl1) 登出 繁 簡 ENG

香港教育城 HkedCity 十周年 10th Anniversary

我的設定 電子郵件 我的日曆 資訊桌 資訊屋 教城搜尋器 活動總覽 學校地圖 網頁指南

教城網誌 EdBlog

Amazing Safari

“In the beginning God created the heaven and the earth.” Genesis 1:1

文章彙整

- 2010年2月
- 2009年10月
- 2009年5月
- 2009年4月
- 2009年3月
- 2009年2月
- 2008年11月

搜尋

分類

- 信仰(基督教) (2)
- 生物科 (8)
- 綜合科學科 (2)
- 通識科 (14)
- 閒話家常 (3)

網誌管理

Aims

- expanding students' learning beyond the classroom.
- build up a learning community with their teachers and classmates
- promote students to express their own opinions and discuss with the others.
- strengthen the interactions between teachers and students
 - Teachers and Students
 - Among students

Contents of Ed Blog

- Current event news
 - Videos
 - Newspapers
- Project learning/Scientific investigation
- Extra-Curriculum Activities

The advantages of Ed Blog

- Interactive
- Go with the trend
- Students are willing to share
- More interesting
 - Especially for hot issues

總結

教師個人應用

- 教師按教學需要，通過網誌收集、分類及儲存教學資料及資源，把資料有系統記錄下來，有助提升教學質素，並有系統地記錄、整理及安排教學歷程。

教師與學生互動協作

- 教師透過網誌的平台與學生互動交流，設計不同網上學習活動，讓學生在課前及於課堂後延展學習。此外，教師可以利用網誌與學生進行探究活動，提升學生的自學能力。

教師與教師之間的協作

- 現今科組的合作並不局限於校內，教師可透過共同的網誌平台，進行同儕協作及備課等工作，減少利用電郵及其他通訊的頻繁往來，有助提升工作效率及協作成效。